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## BOSTON UNIVERSITY SCHOOL OF EDUCATION

Thesis

A FOLLOW -UP STUDY OF GRADUATES

and

THOSE WHO LEFT SCHOOL BEFORE GRADUATION

At the

MAJOR HOWARD W. BEAL MEMORIAL HIGH SCHOOL

SHREWSBURY, MASSACHUSETTS

(1938-1947, Inclusive)

Submitted by:

Mildred G. Shea

B. S. in P. A. L., Boston University, 1933

In partial fulfillment of requirements

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Master of Education

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#### CHAPTER I

#### A STATEMENT AND DISCUSSION OF THE PROBLEM

The purpose of this thesis was to make a follow-up study of graduates and those who left school before graduation at the Major Howard W. Beal Memorial High School, Shrewsbury, Massachusetts, over a period covering the last ten years (1938-1947, inclusive).

Since this was the only study of its kind ever conducted in Shrewsbury, its purpose was threefold:

- 1. To discover and weigh the individual achievements of former students of the last ten years of Shrewsbury high school. This information will be used for the purpose of extending and unifying the present so-called guidance program into a well-knit and well-rounded program under the direction of a trained and competent guidance director.
- 2. To collect information based on the actual experiences of former students to be used as a basis for evaluating the effectiveness of the present educational program and for suggesting a possible revision or enlargement of the curriculum.
- 3. To establish contacts with former students for the purpose of rendering these and present students further aid and assistance by using the information thus obtained to establish a small placement bureau.

In order that there may be complete unity of understanding, the following terms are defined:

Secondary school--For the purpose of this study, the secondary or high school shall mean grades 9, 10, 11, and 12.

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Graduate -- A student who has successfully completed the 12th grade and been awarded a diploma as testimony thereof.

Leavers--All students who at any time attended either or all of the 9th, 10th, 11th, or 12th grades and who are no longer enrolled in the high school.

<u>Dropout</u>--Any student who had started upon the 9th, 10th, 11th, or 12th grade work and who left the high school before completing the 12th grade and before being awarded a diploma.

Student--Any boy or girl who had been enrolled in any of grades 9, 10, 11, or 12.

<u>Higher education</u>--Advanced study undertaken at any institution after being graduated from high school.

Program of studies -- All the subjects taught in a school, with length of time and year in which taught specified.

<u>Curriculum</u>--Several related subjects systematically arranged with a definite purpose for a selected group of students, such as the college preparatory curriculum, the technical curriculum, the business curriculum, and the general curriculum.

Course of study--Subject matter systematically arranged for instructional purposes.

This follow-up study grew out of a felt need to obtain direct information about former students through the students themselves. Up to the present time, the only contacts made with graduates or dropouts were chance meetings on the street or at social functions. Occasionally, the more successful student would return to "visit" and "boast" of his

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or her accomplishments. There was also the unreliable general run of school gossip about brothers or sisters or friends.

It is a function of the high school to help each student plan, choose, and prepare for the eventual entrance into an occupation in which he can find satisfaction and personal happiness. This would be a job that interests him and for which he has ability, training, and stamina. Hamrin and Erickson<sup>1</sup> imply the above in the following:

It is to the advantage of both the individual and society to have persons engaged in types of endeavor, educational or vocational, in which they can achieve a modicum of success. . . .

Today a high school has not fulfilled its responsibility when it provides high-grade instruction in an appropriate curriculum. This is necessary, but the school must also be responsible for effecting an adjustment between the student and the curriculum so that each student during his high-school life will enjoy educational opportunities to his interests as well as to his capacity to learn.

\* \* \*

. . . It is necessary for a student to engage in work at which he can succeed, to have a feeling of being wanted in the group of which he is a part, and to have a sense of achievement and satisfaction as a result of recognition for his contributions.

How do we, in the high school, know whether our former students have achieved a desirable goal unless we find out directly from them? A school should show interest in its former students if it wishes to win the confidence and respect of the community--the citizens who are the businessmen, the employers, the employees.

Shirley A. Hamrin and Clifford E. Erickson. <u>Guidance in the Secondary School</u>. New York, D. Appleton-Century Company, 1939. pp. 14 and 253.

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Unless we contact these students systematically, where can we secure the answers to questions similar to the following:

- 1. What are our graduates doing now? How many are going on to institutions of higher learning? How many are going directly into the business world without further education?
- 2. Do we have many dropouts? What is the reason for these dropouts? What kind of jobs are these people filling? Do these people supplement their unfinished high-school education by further schooling? If so, what type of schools do they attend?
- 3. What percentage of our students goes directly into the business world? Of these, how many have "prepared themselves for such a move" by taking specialized courses? What kind of jobs do they secure? Is there a correlation between the education offered at the high school and the type of jobs open for high-school graduates? What duties are performed on the job? Do people secure positions in the field in which they have been trained? How long a time elapses after graduation before a student secures a job? Is further education necessary to successfully fill the first position? for promotions? If so, what kind of schools are these people attending? Can such education found so necessary be given in the high school curriculum? If so, what changes are necessary? What can we do to prepare better our students to meet the keen competition of a highly mechanized business world?

By an organized follow-up of its product, the high school can learn of the success or failure of its students, the supply and kind of workers in demand, the kind of training necessary for success, and trends in

business practices.

Although there is much criticism about the use of the questionnaire, it promises to be one of the best methods to contact school leavers—especially those who have been weaned away from the school over a period of years. Surely, the school has little to lose and much to gain by winning back the respect and high regard of its former students by demonstrating a real interest in what they are doing, what they have done and are planning to do, and by seeking their cooperation and advice as to the worth of their high school education. Bell<sup>2</sup> has stated:

Effectiveness of placement service, training and guidance may be tested by a considerable variety of "follow-up" studies and services. Farsighted school administrators will conduct these studies to discover the geographical and occupational distribution of their recent withdrawals and graduates, in order more intelligently to plan curriculum changes. Principals of vocational schools will conduct similar studies to determine the extent to which their former pupils are actually employed in the kind of work for which they were trained. And placement offices will follow up the young applicants they have sent out to jobs in order to test the appropriateness of their referrals.

Even though only about two-thirds of the youth population are now represented in the increased enrollments of the secondary schools, the high school at present are administering to a much wider, over-all proportion of our population. Our educational system is emphasizing education for all. Education for the few has given way to "education for all." This means greater differences in abilities, greater differences in home background and environment. It demands greater

Howard M. Bell. Matching Youth and Jobs. Washington, D. C., American Council on Education, 1940. p. 82.

adaptability on the part of the teacher, subject matter, and methods.

Departmentalizing of secondary education has forced out of education the personal interest of teachers in their pupils' achievements.

One of the most important abstracts of present-day education is the guiding of students throughout their whole school life, from their first days in the elementary school, through the high school, and on into higher education. Guidance implies the planning for the future as well as for present needs and happiness. Students, more than ever before, need to be helped in finding their place in life and in the school environment. Guidance in education calls for helping (not dictating) the pupils to "find" themselves, to adjust themselves with fellow students, and to discover for themselves what they are best suited for and the fields in which they will find the most satisfaction and happiness for a job "well done."

Life has become so complicated that students are often left at loose ends trying to find out what they would like to do and then finding out if they have the stamina and abilities to attain this desired goal. It is a function of the secondary school to prepare students for the future, for the pitfalls and dangers in life and to make preparations to overcome and avoid as many of these as possible. Traxler<sup>3</sup> has written:

The administration of a school can have no clear idea of the worth of its guidance program, of the mistakes that are being made, or the phase

<sup>3</sup>Arthur E. Traxler. <u>Techniques of Guidance--Tests</u>, <u>Records</u>, <u>and Counseling in a Guidance Program</u>. New York, Harper and Brothers, 1945. p. 318.

which should be stressed more, or those which should be changed, unless data are available concerning outcomes, that is, concerning what is happening to the product of the school.

That students need more guidance now than ever before is shown by the facts presented by employers as to why employees are dismissed. Students need to be shown, helped, and taught that cooperation, consideration for others, tactfulness, enthusiasm, interest in their work and fellow beings, honesty, promptness, and so forth, are important. The students need to have some vocational training, but they need much more than just skills and proficiency in some particular job or phase of it.

While attending school, the student should be given every opportunity to find out the different positions available in the various fields in that particular community, the requirements, the limitations, the promotional opportunities, and so forth. His early courses in secondary education should be mainly exploratory, built around the desire to help the student decide for himself what he would like to do later on in life. The school is the best place to secure this information. When the student reaches high school, his personality, scholastic ability, and vocational interests must be taken into consideration in helping him to make these all-important adjustments. It is to help the students discover his abilities and interests that prognostic testing and exploratory subjects are being carried on in the high schools. Educators, realizing the differences in the ability of students, should offer courses built around or modified to their abilities. There is a place in life for everyone, rich or poor, brilliant or dull, and it is

THE RESERVE THE PARTY OF THE PA  up to the schools to help each student find his place so that happiness and satisfaction can be attained over work well done.

The immediate concern of guidance in the high school consists of assisting the students into the right curriculum--right for the student and his abilities. But the schools should also look to the future and should not think their work is complete when the student has graduated. The responsibility of the school toward each pupil does not cease with graduation. It must continue to follow the student and continue to offer help and guidance to those who have left or were graduated from the school and who are now attending higher institutions of learning or who are now out working. Traxler wrote:

The importance of a follow-up of graduates and other school leavers in the development of a guidance program which actually functions in the lives of the individual young people can hardly be overemphasized. One may well question whether a school has discharged its full guidance responsibility if it gives a pupil careful attention while he is in school, but abruptly terminates its interests in him when he is graduated. Rather, it would seem that the school should help him get adjusted to his post-school environment and that the guidance activities should be 'tapered off' gradually.

Many students leave school before graduation because they have not been able to adjust themselves to school routine, cannot get along with their fellow students, or what is more serious, because the school system has failed to meet their needs or help them solve their problems. Secondary schools should anticipate the needs of all its students and should be ready and anxious to make the changes necessary to meet the

Traxler, op. cit., p. 318.

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problems of such people by attempting to work out a practical, functional secondary-school curriculum for the majority of its students. The majority of its students do not go to college. This is clearly stated by Eckert and Marshall in the following:

In addition to increased enrollment in the high schools is the changes in the character of the population enrolled. Whereas a few decades ago, the secondary school devoted attention almost exclusively to the college preparation of boys and girls, today it is being called upon to provide suitable training for a relatively unselected group of young people, the majority of whom will not go on to college. . . .

What has become increasingly clear is that school experiences must be planned in terms of the life goals of adolescent boys and girls, rather than of traditional academic patterns and that these goals must be suited to the astonishing diversity that exists with respect to abilities, needs, and interests. Some years ago the success of the secondary school might have been estimated from the subsequent college careers of its students. Today the criterion must be sought in the relevancy of high school offerings to the needs of the entire population.

The obligation of the school toward its students should not cease when the student leaves or is graduated. An educational institution which is interested in a student only while that student is in attendance is failing in a major function of the guidance program--placement.

It is a justifiable conclusion that placement is essential and the natural outgrowth of a guidance program which is geared to aid students in determining his interests and abilities, in selecting a suitable vocation built around these interests and abilities, and in preparing

<sup>5</sup>Ruth E. Eckert and Thomas O. Marshall. When Youth Leave School. Report of the Regents' Inquiry. New York, The McGraw-Hill Book Company, Inc., 1938. pp. 3-4.

for entrance into this vocational choice. Chisholm said:

The guiding theory back of the placement service, therefore, should be broad enough to visualize each individual so adjusted professionally that he is making his major contribution to his own success and happiness as well as to the general welfare.

Without an adequate guidance program, the placement bureau is apt to be reduced to the mere finding and relating of jobs to the graduates. It will have little or no interest in aiding students to progress in their chosen field. Very little effort, if any, is made to follow up students already "placed" or to maintain contacts with businesses and industries in the community. The dropouts are completely forgotten in such a haphazard plan. The following is stated in the 1944 American Business Education Yearbook: 7

The placement program which begins to take cognizance of the individual student a few weeks before graduation is not a placement program, but a temporary job-finding endeavor. Unfortunately, under such an eleventh hour placement program, the legion of forgotten students, the dropouts, receive little or no help. Vocational preparation is apt to be hit-or-miss affair for all students when placement is begun as students leave school.

The placement bureau should do more than get a job for as many of the graduates as possible. A functioning placement bureau should maintain adequate permanent histories of all students, both graduates and

<sup>6</sup>Leslie L. Chisholm. Guiding Youth in the Secondary School. New York, American Book Company, 1945. p. 287.

<sup>7</sup>Community Cooperation in Business Education. American Business Education Yearbook, Volume I. Published jointly by The National Business Teachers Association and The Eastern Commercial Teachers Association, 1944. p. 203.

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dropouts and should keep in close contact with business and industry. This bureau should learn more about what happens to the pupils after they leave, either by graduation or dropout. Without such information, the schools cannot be sure they are offering the right kind of training. They cannot plan a functioning curriculum intelligently unless they know approximately how many students who prepared for a particular occupation eventually entered that occupation. They should know whether those who were trained for a particular type of job advance more rapidly to higher positions than those who had not received special preparation.

#### The Community

Shrewsbury, Massachusetts, located east of and bordering upon Worcester, was incorporated as a town in 1727. Originally, the town was a small farming community, but it has developed into a pretty little town, chiefly residential in character for families who now find work in near-by Worcester. Very little farming is now carried on. Although there is no industrial business in Shrewsbury, the population of the town has shown a marked increase since 1920.

#### THE POPULATION OF SHREWSBURY ACCORDING TO GOVERNMENT FIGURES

Year	Population	Increase
1920	3,708	
1925	5,819	2,111
1930	6,910	1,091
1935	7,144	234
1940	7,526	382
1945	9,2%	1,770

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### The Program of Studies

The educational needs of a town such as Shrewsbury are quite varied. The majority of students do not attend college and therefore need a basic general education as well as vocational preparation.

There is, however, a strong desire on the part of a minority of the students, and more so on the part of their parents, for a classical or college preparatory curriculum.

To provide for such varied demands, the school has attempted to break away from organizing "hard anf fast" curricula. It attempts to follow no strict college, business, technical, or practical curricula as in former years. Rather the school offers adequate preparation in four distinct fields: the college preparatory, the technical, the business, and the practical. The results of such an attempt is what might be called a core curriculum, in which all youngsters are required to take four years of English, three or four years of social studies, from one to three years of mathematics depending upon individual pupil requirements, and (added just this year) one year of general business education. The only classification of students is based upon the English classes of which, beginning with the junior year, there are four: the college preparatory, the technical, the business, and the practical. By the time a student is ready to enter the junior year, it is felt that the student had demonstrated his interest and ability along quite definite lines. Pupils are allowed a great deal of freedom in choosing courses from any of the above-mentioned four fields.

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# The program of studies follows:

	9th Y	(ear	
Pe	riods		Periods
Required Subjects Per	r Week	Electives	Per Week
English Physical Training Mathematics or Algebra World Geography General Business Education 3	5 2 5 5 or 5	Latin I General Science Home Economics (Girls) Shop (Boys) Drawing Music	5 5 2 2 or 3 1 or 2
	10th	Year	
English Physical Training World History Algebra II or Commercial Arithmetic	5 2 5 5	Biology Latin II French I Typewriting (Required for Commercial) Shop Home Making Drawing MusicSpecial Groups	5 5 5 1 - 3 2 - 3 1
	llth	Year	
English U. S. History Physical Training	5 5 2	Geometry (Required of College Preparatory Chemistry (College or General) Bookkeeping I (Required of Commercial Stenography I (Required of Commercial Typewriting II (Required of Commercial French II Spanish I Dramatics Debating Drawing Dressmaking	5 6 5 5 5 5 5 5 5 3 2 or 3 1 or 2 2

Program of Studies and Outline of Courses. Shrewsbury, Shrewsbury High School, 1946-1947. pp. 9-11.

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#### 12th Year

Required Subjects	Periods Per Week	Electives	Periods Per Week
English	5	French III	5
*Problems of Democracy	5	Spanish II	5
Physical Training	2	College Physics	5
		Stenography II (Required of Commercial) Typewriting III (Required	f 5
		of Commercial) Office Machines (Required	5
		of Commercial)	5
		Bookkeeping II (Required of Commercial)	5
		*Mathematics (Solid Geometry and Trig	
		or Review Mathematics or	
		Practical Mathematics)	5
		Cafeteria Management	5
		Drawing	i
		Practical Physics	5 - 8

\*Not required of those taking strictly commercial course)

In the upper four years, the electives are chosen under the guidance of the teachers. Pupils in the upper two years are permitted to choose electives from the schedules of previous years.

Although no definite curriculum is prescribed, the students are given the following advice:

Requirements for Careers

The selection of courses in preparation for further schooling or for a profession should be made very carefully under guidance of teachers and principal. Pupils are given a wide range in selecting their courses and many schools and colleges are more liberal than others in requirements

Program of Studies, op. cit., pp. 4-7.

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for entrance. However, the following requirements are best for the specified groups:

#### I Hospital Training (Registered Nurse)

4 years of English

2 years of mathematics (sometimes to include algebra or geometry)

l year of chemistry

1 year of biology

2 years of social studies including American History

#### II College - A. B. Degree

4 years of English
Foreign language - two years of two different languages
or three years of one language. (A few colleges require or request Latin.)

2 or 3 years of mathematics

1 year of a science

2 years of social studies

#### III College - B. S. Degree

4 years of English

2 years of a foreign language

2 or 3 years of mathematics

2 years of science

2 years of social studies

#### IV Engineering School

4 years of English

2 years of a foreign language - exceptions are sometimes made

4 years of mathematics
Chemistry and physics red

Chemistry and physics required, other sciences if possible

1 year of U.S. History

#### V Secretarial Work

4 years of English

2 years of stenography

3 years of typewriting

2 years of bookkeeping

2 years of mathematics

1 year of office machines

2 years of social studies and U.S. History

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It is recommended that pupils who plan to attend colleges which require scholastic aptitude tests take the tests in their junior year or early in the senior year.

The New England College Admissions Board has approved the school since 1930. This means that graduates who have prepared for college and maintained certified grades (A or B) will be admitted without examination on the school's recommendation. The school is certified as an "A" school by the Massachusetts State Department of Education. This allows those graduates who are properly prepared to enter State Teachers Colleges without examination. Many schools and colleges require entering pupils to take a scholastic aptitude test given by College Entrance Examination Board in December, April, June, or September. Shrewsbury pupils have shown themselves to be adequately prepared for these examinations. Shrewsbury graduates have attended the following colleges:

Boston University Boston College Bates College Clark University Colby College Holy Cross College Worcester Polytechnic Institute Massachusetts State College State Teachers Colleges University of Maine Dartmouth Perdue College Annapolis Pennsylvania State University of Southern California University of Florida University of Alabama University of Pennsylvania

## The Guidance Program

Shrewsbury, like many other small schools, has no organized guidance program. Some guidance work is being done, but it is merely incidental guidance on the part of teachers and principal. A few

students go to members of the staff or the principal to vaguely "talk about" their plans and programs. Members of the staff may even go so far as to make an appointment or two with a few students to discuss their plans. Few, if any teacher, attempt to do more than suggest the proper subjects to take or curriculum to follow. Although Shrewsbury recognizes a felt need along the lines of a guidance director by providing a two-hundred dollar increase in salary for being "delegated" to these duties, no one, as yet, has been assigned this title or the \$200. Little provision is made for group guidance of any definite organized type, even though the school program provides a home-room period. During this home-room period, extra-curricular activities, such as music, club meetings, class meetings, and so forth, are held. No teacher can honestly say he has done much guidance work.

Since the raising and enforcing of compulsory school attendance laws, it has become necessary to build programs of studies around the needs of all American youth. This means less required courses emphasizing college preparation and more emphasis on vocational and general basic requirements to prepare for the majority who are going directly into the business world.

Although the Shrewsbury high school is still overburdened with college preparatory courses, an honest endeavor is being made to open up new avenues for the average student. Information secured from this follow-up will be used in planning the program of studies and in making suggestions as to the strength and weaknesses of the present guidance

program. Erickson and Happ 10 said:

A school may determine its success by examining its product. The school may ascertain the cause of its "crop failures" and "unmarketable crops" by evaluating its curriculum, instructional service, and guidance practices in the light of findings revealed by the records of school leavers, and make necessary changes and modifications.

at Work. New York, McGraw-Hill Book Company, Inc., 1946. p. 265.

#### CHAPTER II

#### A DIGEST OF RESEARCH IN THE FIELD

Modern educators have become more and more conscious of the need for testing the results of their classroom work to discover its weaknesses and needs, and thus make improvements. Follow-up studies of graduates and drop-outs have become an accepted method of evaluation.

According to Lomax<sup>1</sup>

The educational value of what is taught in the classroom, is really determined, in the final analysis, by how well students can use, in worthwhile life situations, the knowledges, skills, ideals, and powers that are learned in the classroom.

Haynes and Humphrey2 substantiate Lomax with the following:

Follow-up studies endeavor to test the efficacy of the training in order to make improvements for the benefit of present and future students.

The need for such testing of its products is emphasized by the undisputed fact that less than 50 per cent of the high school population ever attend institutions of higher learning. Thus, for the majority of the students enrolled in a secondary school, these school contacts are terminal.

Paul S. Lomax. <u>Commercial Teaching Problems</u>. New York, Prentice-Hall, Inc., 1929. p. 6.

<sup>&</sup>lt;sup>2</sup>Benjamin R. Haynes and Clyde W. Humphrey. <u>Research Applied To</u>
<u>Business Education</u>. New York, The Gregg Publishing Company, 1939. p. 57.

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The raising of the minimum school attendance laws has resulted in increased enrollments in the high school. This increased enrollment represents a large and unselected group of people, varying in abilities, needs, and interests. No longer should the secondary schools devote themselves to "preparing for college." Today the number of students who go on to college is by far a minority group. Education for all means providing training that will meet present-day needs for those unable to attend college as well as for those going on to higher institutions.

The Utica Free Academy of Utica, New York, attempted to discover the needs of these students who are unable to go on to college in a follow-up study of its commercial graduates. The study was published in June, 1946, by Ora Searle.<sup>3</sup> The purpose of the study was chiefly to discover what the graduates were doing. Contributing purposes, such as the following, were also mentioned:

- 1. Learning whether the graduates were placed in positions which were suited to their training and personalities.
- 2. Keeping the files up to date.
- 3. Determining the problems which confronted their students when they first entered the business world.
- 4. Discovering what type of positions were open to the graduates.
- 5. Using such information to help present members of the school.

<sup>30</sup>ra Searle. How Are Our Commercial Graduates of Utica Free Academy Employed? Mimeographed Bulletin, June 4, 1946.

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A questionnaire and an accompanying explanatory letter were sent to 97 commercial graduates in the class of 1945. A few weeks later, another letter and another copy of the questionnaire were sent to those who had not yet answered. In this way, 81 replies from the graduating class were received. This study was built around a comparison obtained from following up the graduates of Utica Free Academy during their first year out of school in the years 1941-1945, inclusive.

From this follow-up, it was found

- 1. that, for the years from 1941 to 1945, employment opportunities increased for the high school graduate;
- 2. that the high school graduate, for the most part, was adequately prepared for the jobs;
- 3. that the number of students attending higher institutions of learning after being graduated was steadily increasing;
- 4. that there was a steady upward trend in beginning salaries for high school graduates;
- 5. that there was a growing need for more specialized training, which, in turn, lead to more schooling, as stated before;
- 6. and that most of the students were satisfied with their initial jobs.

Most follow-up studies deal with the graduates. But the student who leaves school before graduation is also a product of the school and is worthy of the interest and encouragement of educators. Perhaps the lack of information on these drop-outs and the difficulty of locating them to secure their cooperation account for this oversight. Why these students dropped out of school should be of utmost interest to educators, since, in most cases, the student had dropped out because the school

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failed to help him or to meet his needs--failed to adapt its opportunities and offerings to the ability and aptitudes peculiar to that individual. This per cent of "failures" on the part of the school is surprisingly high--far too high for the American ideal of "Education for All."

Our educational system is failing to provide "Education for All" when it fails to allow for the individual differences of its peoples and thus forces almost one-half of each incoming class to drop out of school before graduation. Fear 4, who was an educational adviser in one of the Connecticut CCC camps, attempted to discover why Connecticut boys left school before graduating. He gave special attention to the factors of the school, the home background, and the innate capacity of the individual. His investigation was conducted entirely within the state of Connecticut, but his findings might well apply to most communities within the United States. To obtain uniform and extensive data, Fear made a personal study of 991 cases. He visited nine junior CCC companies in the state, contacting about 100 boys in each camp. The personal interview was used to collect all data. He first interviewed 60 boys personally known to him to find out why they had left school. A 3-page interview form was built around the replies of these 60 boys. Questions on the home background, school experiences, health, nationality of parents, and intelligence quotient were asked Information during the interview was secured by informal and indirect questioning. The purpose of the study was fully explained to each boy interviewed to secure his full cooperation.

Richard Arthur Fear. Why Connecticut CCC Youth Left School.

Masters' Thesis. Boston University, School of Education, 1940.

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Characteristics that were found to be peculiar to this group were

- 1. that most of the boys came of immigrant stock (63 per cent).
- 2. that many came from large families where a somewhat lower standard of living prevailed.
- 3. that a large percentage came from broken homes (37 per cent).
- 4. that the mean intelligence quotient of the group was considerably below normal (88.25 per cent).

It was discovered that usually there were several reasons given for leaving school. In such cases, the boy was asked to select the most important reason and the others were considered as contributing causes. All reasons for leaving were carefully grouped into two types:

(1) maladjustment to the school situation and (2) economic causes.

Keeping in mind the fact that schools have recognized the need for but are not providing for individual differences, it is interesting to note that the first group, maladjustment to the school, accounted for 61.9 per cent of the total reasons given for leaving school; and only 38.1 per cent fell in the economic group. Are the schools providing for individual differences when the greater number of boys who left school now admitted that they were sorry they had not remained in school and felt that the years since leaving school had been misspent? Are the schools adjusting their programs to the needs of the individuals when such responses as the following were given as the reasons why they left school?

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	1.	Lack of interest"School just didn' me"	t inte 22.3		
	2.	Inability to pass subjects	16.2	per	cent
	3.	Dislike of some subjects	9.0	per	cent
	4.	Left to go to work	6.6	per	cent
	5.	Disciplinary reasons	3.5	per	cent
	6.	Fell behind class because of illness	3.3	per	cent
	7.	Best friend left school	1.0	per	cent
	Tot	tal maladjustment to the school	61.9	per	cent
Reas	ons	grouped under economic causes were			
	1.	Family needed help*	25.6	per	cent
	2.	Had to support self (orphan)	5.1	per	cent
	3.	Left to work with father on farm	3.5	per	cent
	4.	Encouraged to leave by parents	2.4	per	cent
	5.	After-school job took too much time-	- 1.5	per	cent
	Tot	tal economic causes	38.1	per	cent

\*Perhaps accounted for by the fact that many of these boys came from large families or broken homes.

Fear strongly felt that the schools were not meeting their obligations to this type of individual (below normal intelligence) when they failed to recognize individual differences and to make provision in their programs for the person who was not equipped with the degree of intelligence required to do the traditional type of school work. He felt that it was the task of the school "to present academic subjects

in a manner sufficiently simplified to permit comprehension by the less intelligent student and to supplement this academic program with an adequate training in the manual arts."5

It was also interesting to note that these boys strongly disliked mathematics, English, and history, but that these boys thought their most useful subjects were English 37 per cent and Mathematics 26 per cent. In other words, in spite of their dislike for the subjects mentioned, real life and business situations had convinced them that a knowledge of English and mathematics were essential. And that is where the school failed them. Instead of presenting English and mathematics in a practical and understandable manner so that the student would see their great value, these subjects were taught in such a way that they were one of the principal contributing reasons why pupils dropped out of school.

A more inclusive study of school leavers was made by Ruth E.

Eckert<sup>6</sup> in a report of the Regents Inquiry into the character and cost of public education in the State of New York. The inquiry, among other reasons, was undertaken to find out what the educational system of the State was accomplishing, and how well its total program fitted into present-day needs. The pupil himself and officials at the school attended furnished the material for the study. Inadequate as they were,

Fear, op. cit.

<sup>6</sup>Ruth E. Eckert and Thomas O. Marshall. When Youth Leave School. The Regents Inquiry. New York, The McGraw-Hill Book Company, Inc., 1938.

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school records, containing some measures of achievements, interest, and general background, were studied. A quite extensive testing program and interest inventories were prepared for the participating schools. In addition, all students were asked to fill out a one-page question-naire concerning their educational and vocational intentions. Finally, pupil census cards were supplied to obtain data from the schools concerning each boy or girl a few months after withdrawal had occurred. Four hundred and twenty schools consisting of 53,000 pupils took part in the study. Some of the facts secured from this study are:

- 1. More than three out of every five pupils entering secondary schools in New York State left before being graduated. About one-fifth of the withdrawing pupils left almost as soon as the minimum age law permitted them to do so.
- 2. About 55 per cent of withdrawing groups were boys, and only 45 per cent of the graduating classes were boys.
- 3. The typical withdrawing pupil left before the close of the tenth grade or just before specialized training was begun. A survey of the courses taken by a high school sophomore showed that very little emphasis was placed in that year on immediately useful skills and information.
- 4. In spite of the fact that the general curriculum was the least defined, it had the largest enrollment among both drop-out pupils and graduates. Also of interest was the discovery that pupils enrolled in the general course showed higher aptitudes than those enrolled in the business curricula. Upon this finding, it was thought that the general curriculum showed a very definite lack of pupil guidance and motivation since the achievement of those pupils enrolled in this course fell way below their demonstrated ability for school work.
- 5. There was a trend for the less academically able students, as measured by aptitude tests and school

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marks, to leave school in the early secondary school levels. In general, the less successful a pupil was, the sooner he dropped out of school. Thus, it was contended that "those who will be least able to acquire socially useful habits, information, and points of view without formal instruction are those to whom the school has given least attention."

- 6. Existing guidance programs were failing miserably in effectively carrying out educational aims. It was found that many pupils came to the end of their secondary school careers without having developed a job consciousness, or alertness to openings in their own community. Among withdrawing students and graduates, the majority were without a career motive or were so definitely fixed on one field that to change would have been a very difficult adjustment to make. It was found that "despite the emphasis given to the values of self-direction in statements of educational aims, present school procedures fail notably in stimulating students to set objectives for themselves and to think realistically about them."8
- 7. Almost half of the graduates continued their training beyond high school. Thus, it seemed justified to deduct that the secondary schools were reasonably successful in fitting its better students for higher institutions. Conversely, by not adjusting or offering courses suited to their particular needs and abilities, the schools were weak in stimulating those pupils who dropped out of school to continue their training.
- 8. Although the average withdrawing student left school before the end of the tenth year, he was a little less than a year younger than the graduate. Drop-outs were found to be lacking in even the minimum basic foundations of reading comprehension and arithmetic operations suggesting serious retardation in school.

<sup>7</sup>Eckert, op. cit., p. 68.

<sup>8&</sup>lt;sub>Ibid., p. 155</sub>.

Too much emphasis was being placed upon the college preparatory course and not enough on a broad, vocational preparatory course was the finding of Harold Nelson. His conclusions were drawn from a follow-up study of the graduates of the Lindsborg High School, from 1935 to 1939. His chief interest and purpose in this problem was to determine the extent to which the business curriculum of the Lindsborg, Kansas, high school was meeting the needs of its graduates and to discover changes which should be made to improve the curriculum. The majority of the one hundred and ninety replies from the two hundred and forty-four questionnaires sent out indicated that there was a definite need for the re-organization of the business education curriculum. It was felt that the business curriculum should be broadened to allow for the addition of more general business education that would provide adequate business education for all the students graduating from the high school. General business education training was the subject needed most by the one hundred and ninety graduates according to the survey made. Most Lindsborg high school students took academic subjects in preparation for college as the town was located in a college community and thus came under the dominating influence of the local liberal arts college. Consequently, Lindsborg high school offered an insufficient number of business subjects. This did not give the students the opportunity to study the business education subjects desired or

Harold A. Nelson. A Follow-Up Study of Graduates as a Basis for Curriculum Revision, Lindsborg High School, 1935-1939. Unpublished Master of Arts' Thesis. Greeley, Colorado State College of Education, 1940.

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needed. An examination of the curriculum then being offered revealed that it was not well suited to the needs of all the students. General business education training was the subject needed most by the graduates; but this subject was not offered in the business curriculum or elsewhere, at all. An analysis of the types of positions held by the graduates revealed that a general business education course would better prepare the graduates to take their placed in life whether they continued their education, secured employment after high school graduation, or returned to the farm.

#### CHAPTER III

### THE PROCEDURE

The procedure used in this study was as follows:

### Type and Extent of Study

After consultation with both the principal of the Major Howard W. Beal Memorial High School and the superintendent of schools, it was decided that a follow-up study covering a period of ten years, beginning September, 1937 and ending June, 1947, should be made. This follow-up study was to include not only the graduates of the school during this period but also those who left school before being graduated. School authorities believed that much valuable information as to why students left school before graduation, what they were doing, and how well they adjusted themselves was as important for dropouts as what happened to graduates who were supposed to be fairly well equipped to meet adult life. The ten-year period was decided upon so that a sampling of what adjustments had to be made before the war, during the war, and after the war would be secured. Secondly, the present study was encouraged because there had been felt a need for some means of handling the placement of students in suitable positions. It was discovered that present school

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records were inadequate and woefully lacking in the vital statistics employers were so often seeking.

### The Questionnaire

Because of the lack of sufficient time to contact students personally, the questionnaire form of interview was thought adequate for this follow-up. Several books and references concerning the use of the questionnaire form of interviewing were carefully studied. Questionnaires used in previous studies were thoroughly scanned for suggestions. The school records were consulted; and then information thought necessary for guidance purposes, for job placement purposes, and for curriculum revision were listed. The following information resulted in this preliminary step in preparing the questionnaire.

- 1. Preliminary information, such as name, present address, sex, and age last birthday were considered necessary to bring school records up to date. Information such as the following was thought necessary as routine background for possible placement-bureau files: whether or not the student was a veteran; his marital status; whether the student was employed, either full time or part time; or whether he was attending school or was in the Armed Forces.
- 2. Then it was felt necessary to secure additional information about the <u>high school education</u> of the student. Such information as course followed while in school, reason for leaving school, age of student when he left, whether or not he liked school was sought.

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Questions on what subjects the student took and of these subjects which he felt were most valuable, the least valuable, and those he liked the best were asked to secure information to be used for possible curriculum revision. What extra-curricular activities the student participated in while at school and whether or not the student felt the time spent in these extra-curricular activities was justified was asked because so many employers had shown as much interest in the extra-curricular activities of the students as in their school achievement. Also of interest to us would be information on what subjects the student DID NOT take in high school but for which he now felt a definite need. We were also interested in learning if our students continued their education in other institutions or whether they felt adequately prepared to find their place in life. Of special interest was this question in regard to our dropouts. Those who did not go on to school were asked what subjects helped them most in securing a position and whether promotions on the job could be secured without additional schooling.

3. Under work information was included present position, duties, and length of time spent in present position. Questions on whether promotions had been received or were possible, whether the student was satisfied in his present position or whether he needed help in securing a more favorable position were asked. What on-the-job training did the student receive that might have been given in high school was included for possible curricular revision. Also, if a placement bureau were established, it was thought necessary to know if the students had ever taken a test to secure a job, and if so, the type of test taken and the

name of the company or companies giving these tests. Information regarding beginning salaries, all positions held since leaving school, and reasons for leaving positions was thought important for the placement bureau, because from such information a list of contacts might be made in regard to placing additional students. The type of duties performed on each job was sought to determine what might be expected of high school students in the business world.

- 4. Since the study was to cover a period of ten years, it was felt that some of the former students might be in <u>business</u> for themselves—either as full or partial owners—or <u>engaged in a profession</u>. Whether or not these former graduates would be willing to aid in developing a cooperative work experience program sponsored by the school would be quite helpful in preparing a modern educational plan.
- 5. Miscellaneous information was added to give students a chance to show whether or not they were interested in forming an active alumni association. Then the students were asked to show wherein the school had failed to help them in solving problems encountered since leaving school. Students were also given the opportunity to make suggestions on how the school might help its graduates more and to make other suggestions or criticisms—especially new courses to be added, revised, or omitted.

After preparing the brief, the questions were carefully prepared and arranged under the different headings, and submitted to two teacher friends for their comments. Upon their suggestions, the wording of the questions were revised and three copies made: one being submitted to

the superintendent of schools and one to the principal of the high school to go over at their leisure. Each was invited to make frank criticism and suggestions. An informal chat with the principal in regard to his reaction the questionnaire followed. Another conference with the superintendent was made and each question was carefully gone over and weighed.

The questionnaire was again retyped, employing all the suggestions made by both the superintendent and the principal. This revised questionnaire was then submitted to the graduate advisor for suggestions.

The questionnaire seemed too lengthy; but, because of the interest of both the principal and the superintendent of schools, it was decided to cut it down very little.

Revisions were made again and copies again submitted to the principal and superintendent of schools. Three days later, the questionnaire was once more discussed with these men. Forty copies of this revision of the questionnaire were made and submitted to The Seminar Class in Business Education at Boston University for their criticism. Each pupil in the seminar class filled out the questionnaire carefully and suggestions were made and incorporated in the final questionnaire.

Since there was a little doubt as to the length of the questionnaire, it was submitted to two former students of the high school: one
working as secretary to the principal and the other as secretary to the
superintendent of schools. Each was asked to fill out the questionnaire
carefully, noting questions they did not understand or that antagonized
them in any way and were asked to make note of the time taken to fill it
out. The secretary of the principal filled out the questionnaire in

twenty-five minutes, while the secretary of the superintendent of schools, who had been out of school longer, took thirty-five minutes. Neither had any suggestions to make on a possible revision of the questionnaire.

A final conference with the graduate advisor followed. Because the questionnaire was to be sent to all who had attended Major Howard W. Beal Memorial High School within the past ten years, and since information about students was so limited, the five-page questionnaire in its final form was thought necessary. (See Form A, pages 36-40.) Stencils of the five-page completed questionnaire were cut and run off on the mimeograph.

### Securing Addresses of Former Students

The next problem to face was the securing of up-to-date addresses of all former students. The school registers for the last ten years were consulted first. A list of seniors and anyone who left school before June was typed up. Yearbook publications were used to check the graduates to be sure none had been omitted from the list. The dropout record book was carefully studied and those students whose names had been omitted or who simply failed to return to school in September were added to the growing list. An alphabetic list of graduates and another of dropouts were prepared. The addresses listed were checked against the town report "Lists of Men and Women Residents of Shrewsbury, January 1, 1947, Who Are 20 Years of Age or Over." The Town Clerk's records on marriages were studied and notations made of such on the lists. The addresses of students who couldn't be located were then submitted to the Attendance

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# FORM A A FOLLOW-UP OF SHREWSBURY HIGH SCHOOL STUDENTS

WE ARE ASKING YOU TO FILL OUT THIS QUESTIONNAIRE FOR THE FOLLOWING REASONS:

- 1. TO SECURE FROM THOSE WHO LEFT SCHOOL TO ENTER EMPLOYMENT SOME FACTS CONCERNING THEIR WORK WHICH WILL HELP THE SCHOOL TO BE OF MORE ASSISTANCE TO STUDENTS NOW ATTENDING SCHOOL.
- 2. TO HELP YOU BY ORGANIZING A PLACEMENT BUREAU AT THE HIGH SCHOOL.
- 3. TO LEARN WHAT HIGH SCHOOL SUBJECTS HAVE BEEN MOST HELPFUL TO HIGH SCHOOL STUDENTS.
- 4. TO LEARN WHERE THE SCHOOL FAILED TO HELP YOU AS MUCH AS IT MIGHT HAVE AND THUS DISCOVER HOW THE SCHOOL CAN HELP YOU AND OTHERS MORE IN THE FUTURE.

PLEASE FILL OUT THE QUESTIONNAIRE REGARDLESS OF WHAT YOU MAY BE DOING. THE INFORMATION WILL BE STRICTLY CONFIDENTIAL AND WILL BE USED FOR STATISTICAL PURPOSES ONLY UNLESS YOU INDICATE THAT YOU WANT ASSISTANCE IN SECURING EMPLOYMENT.

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LAST NAME If married, name	after mar	FIRST NAMI	2	1	MIDDLE	INIT	IAL					
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Sex: Male					rthda	v		Vete	ran			
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Now employed?	Yes		Full-	time								
		Housewif										
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. Educational Inf			44	- *								
Course followed	in high	school:	Colle	ge	_			Scienti	fic			
		ss General										
Last grade com												
Reason for leav	ring high	school:										
Graduated	Dis	ciplinary	trouble	_		Desi	lre t	o work				
Failing	То	To attend private school						Poor health				
Moved away	No	interest i	in school	1 _		Help	aur	port fami	ly			
Age when you le	oft high s	chool										
If you have att	tended any	school si	ince lea	ving S	nrews	bury	High	, please	list:			
NAME OF SCHOOL	6UBJ EC	CTS OR COURS	E FRO	NGTH OF COURGE	COMP			PART-TIME OR EVENING				



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501100	T.	SUBJECTS	Most	LEAST	MOST LIKED
	T1:	TAKEN	VALUABLE	VALUABLE	SUBJECTS
	English				
	French Latin				
	Spanish				
	Algebra				
	Com. Arithmetic				
	Geometry				
	Mathematics				
	Solid Geom. & Trig.				
	Biology				
	Chemistry				
	General Science				
	Physics				
	Geography				
	Ancient History				
	Modern History				
	Prob. of Democracy				
	U. S. History				
	World History				
	Bookkeeping				
	Jr. Bus. Training Office Machines				
	Shorthandlst year				
	Shorthand2d year				
	Typewritinglst year				
	Typewriting 2d year				
	Typewriting3d year				
	Debating				
	Dramatics				
	Freehand Drawing				
	Mechanical Drawing				
	Home Economics				
	Music				
	Shop				
	Others (Specify)				



What changes, if any, would you recommend be made in the courses of study? (Subjects offered in the courses of study or amount of time required in subjects offered. Draw upon your own difficulties and job requirements since leaving school.)

Has your high school education he Yes No Or was additional schooling ne				_			
Work Information							
What is your present position?							
What are your specific duties in you							
How long have you been working in yo	our pre	sent po	sitio	n? Yrs	Mo	sW	ks.
Does this present job represent a property please list type of promotion.						If yes	,
Does your present job offer chances YesNoDon't kn			dvanc	ement?			
Are you satisfied with your present what type of position are you int	tereste	d?				If n	: ره.
Do you want the school to help you Yes No						t?	
How did you secure your jobs?							
Through the school	JOB	108 2	JOB 3	JOB 4	JOB 5	JOB 6	JOE
By personal application							
Through an agency							-
Through newspaper advertisement							
Through friend or relative							
Through Civil Service							
Through Armed Forces							
Through U. S. Employment Service							
Any other (Specify)							-
	L	L		1			
How many months or weeks elapsed bet Years Months							
WHAT ON-THE-JOB TRAINING DID YOU REC SCHOOL?					V GIVE	N IN H	IGH



Did you take any employment tests to secure your jobs? (Such as shorthand, typewriting, arithmetic, English, . If yes, please fill out the following: Yes punctuation, filling, etc.)

Name of Company Glving Test			
Test (Name or Kind)			

discharge. Under reason for leaving, write "no work, lacked necessary skills, left to marry, better position, (Include time spent in Armed Forces and rank upon List below all positions you have held since leaving school. sickness, etc.")

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Reason for Leaving										
Duties Performed										
Weekly Salary Begin.   Ending										
Weekly Begin.										
To										
From										
Position Held										
Where Employed										



IV.	Professional and Business I	nform	atio	<u>n</u>				40
	Are you engaged in a profes	sion?	Yes	No	. If ye	s, fill	in th	ne following:
	Profession Are you engaged in priva Are you employed by a fi					0	No. c	of years
	Are you engaged in priva	te pra	acti	ce? Y	es	No		
	Are you employed by a fi	rm?	Y	es	No			
	Name of firm							
	Do you own your own busines yes, fill in the following	ng: I	Cind	of busin	ness	Yes	No_	If
	Do you employ any help:							
	Would you be willing to perience program sp							
v.	Miscellaneous Information the following questions,						rmati	on on any of
	Are you interested in formi	-					Yes	No
	Would you have the time	_						
	Did you take a course in of: Where?	lice n	nacn:	ines at s	iny time	les		No
	What office machines have ye	ou use	ed or	n any job	? (Plea	se check	:)	
		YES	NO	USED OCCA	SIONALLY	A GREAT	DEAL	EXCLUSIVELY
	Adding Machine (Listing)					1		
	Addressograph							
	Bookkeeping Machine							
	Burroughs Calculator							
	Comptometer							
	Dictaphone							
	Ditto							
	Ediphone							-
	Mimeograph		-					
	Monroe Calculator							
	Multigraph							
	Posting Machine							
	Standard Duplicator							
	Typewriter Floated							
	TypewriterElectric Others (Specify)		-					
	owiers (opecity)	-		<del></del>				
		-				-		
	How long were you on the job shorthand training? Yrs.	Mo	8	Wks	_ Immedi	ately	Neve	r used it
	Approximate typing speed rec	luired	on	your pre	sent job	?	words	per minute.
	In what ways did your high a	chool	. edi	cation f	ail to h	elp you	in so	lving some
	problems you have encount							
	•							
	In what ways do you think th				its gra	duates m	eet t	heir civic,
	occupational, or personal	_ prob	lema	3?				
	Any other currents		***	/1100	how add-	of non-	w 10	negococo )
	Any other suggestions or cri	.61618	ms.	TO BEU)	ner side	or pape	r, 11	necessary.)



Officer who has charge of work cards, transfer cards, and so forth, for all students under sixteen years of age. Many additional addresses were thus located. These revised lists of names and addresses were duplicated by a typewriting class. The duplicated sheets were submitted to a class of eighteen seniors, to another class of thirty juniors, and to a third class of twenty-five sophomores. The students were asked to fill in the addresses of any students they knew.

A letter explaining the follow-up was prepared and approved by the principal and the superintendent of schools. (See Form B, page 42.) A stencil of the letter was cut and run off on the mimeograph.

### Sending Out the Questionnaires

A letter was addressed to each person on the mailing list by a member of the senior typewriting class of eighteen students. The first line of the questionnaire was filled in on the typewriter by the same class of eighteen students. The address on the return envelope was run off on the multigraph by still other seniors. Then the questionnaire was carefully assembled and, together with a stamped, return envelope was inserted into an addressed envelope.

Duplicated copies of the mailing list was submitted to the same class of eighteen seniors and the sophomore class of twenty five students. The purpose of the questionnaire was carefully explained and each student was asked to cooperate to the extent of personally delivering as many as possible of these questionnaires to people they lived near or knew

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December, 1947

42

Even though you have left Shrewsbury High School, we are still interested in you, in what you are doing, how well you like your work, etc. We also feel that the information received will be helpful in planning our work here at the school to be of greatest benefit to those taking the courses here.

To obtain such information, we, at the school, are conducting a follow-up study of the graduates and those who left school within the past ten years. We have prepared a questionnaire, which, though it looks long, can be filled out in just a few moments.

Won't you please fill it out; place it in the stamped, addressed envelope enclosed; and return it to us? Any information you give us will be strictly confidendial and will be used for statistical purposes only, unless you indicate that you want assistance in securing employment.

Yours very truly,

Merle A. Sturtevant

Superintendent of Schools James + 600 Rec

Marce of Strutevant

James A. Cooke, Principal

Questionnaire Envelope



personally. In this way, the students assumed the responsibility of delivering 671 questionnaires to the homes of former students. The remaining questionnaires were mailed. Those taken by the students were delivered on December 15 and 16, 1947. The last questionnaire was mailed out December 19, 1947.

Eight hundred and seventy-five questionnaires were sent out. Of this number, 484 were delivered by former students' friends or neighbors; 187 were sent home by a brother or sister now attending school; and 204 were mailed.

### The Follow-Up

Four weeks after the mailing out of the first letter and questionnaire, a follow-up letter urging the students to cooperate in returning a second questionnaire enclosed with the follow-up letter was mailed to all those students who had not yet replied. (See Form C, page 44.)

Brothers and sisters of former students who were still attending the Major Howard W. Beal Memorial High School were contacted and urged to secure and bring back personally the questionnaires which had been mailed to their brothers or sisters.

### The Returns

One hundred and ninety graduates of the 661 contacted and 40 of the 214 dropouts contacted returned the first questionnaire. An additional 142 graduates and 12 dropouts returned the second questionnaire.

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# MAJOR HOWARD W. BEAL MEMORIAL HIGH SCHOOL 1 Maple Avenue Shrewsbury, Massachusetts

January 23, 1948

Dear Former Student:

Last menth we sent you, and other former students of Shrewsbury High School, a questionnaire about what you have been doing since leaving our high school. Many of the students have already replied. However, we need your answer to complete the picture and bring our responses as near the 100% mark as possible.

Won't you please be kind enough to take a few moments of your time to fill out this new copy of the questionnaire which we are enclosing? Don't be afraid that we shall mention your name in connection with salary or anything else that you may put in your answers. All information received will be used anonymously.

May we urge you to fill out the questionnaire regardless of what you may be doing now and mail it back to us in the enclosed return envelope by February 16, 1948.

Good luck and success in whatever you may be doing.

Sincerely yours,

Maria A. Studtevant

Meste a Sterterant

Superintendent of Schools

James A. Cooke, Principal

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Thus a return of 50.23 per cent from the graduates contacted and 24.30 per cent from the dropouts contacted signified the students' interest in their school and this project.

Forty-three and eighty-nine one-hundreths per cent of all the graduates and dropouts are represented in this study.

#### CHAPTER IV

#### AN ANALYSIS OF THE DATA

The information received from all the questionnaires was carefully studied, compiled, and arranged in tabulated form. Because of the scope of the questionnaire and its varied information, the material for this chapter was divided into five parts to conform with the arrangement of the questionnaire, as follows:

- 1. Preliminary information.
- 2. Educational information.
- 3. Work information.
- 4. Professional and business information.
- 5. Miscellaneous information.

The desire of educational leaders to keep the school as democratic an institution as possible and to keep it as life-like as possible has lead many schools to conduct follow-up studies of various kinds. This follow-up study of former students was made to discover where and how the Major Howard W. Beal Memorial High School of Shrewsbury, Massachusetts, could help better its former and present students. To begin to do this, it was thought necessary to obtain information on the reactions of former students to their past education--their preparation for work or for higher institutions of learning.

## Wood Day

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Of the 661 questionnaires sent out to former graduates for the ten year period from 1938 to 1947, inclusive, 332 replied, representing a 50.23 per cent return, as shown in Table I-A, page 48. It was rather interesting and alarming to note that, over a period of ten years only, the whereabouts of 11 per cent of the total graduates and almost one-third (32.28 per cent) of the total dropouts were unknown.

Two hundred and fourteen questionnaires were sent out to those who left school before completing the twelfth grade, and only 52 or 24.30 per cent were returned. Although the number sent out was almost equally divided between the two sexes, the boys returned almost two-thirds of the number received. The percentage of returns from the dropouts was quite low (24.30 per cent). It appeared significant that dropouts seemed to have lost interest in their school community when they left. Perhaps what is more significant is that the school has lost touch with them. Whether this has any bearing on the fact that the school evidently did not meet their needs might be interesting to learn.

The percentage of returns from graduates and dropouts combined was 43.89 per cent; of this, 46.03 per cent were returned by the girls and 41.31 per cent by the boys. Since the questionnaire consisted of five pages of detailed and confidential information and was an entirely new experience to the students approached, a return of 384 of the total 875 sent out may be considered a good average. (See Table I-C, page 49.)

TABLE I-A--RETURNS ON QUESTIONNAIRES SENT OUT TO GRADUATES

-	-		
Returned	Total	45.16 539.06 539.06 533.62 533.62 50.00	50.23
Cent Ret	Girls	47.50 55.53 57.53 46.34 66.63 13.13 53.13 53.13	53.44
Per Ce	Воув	40.91 46.43 53.75 25.81 60.00 40.74 42.86 50.00 60.71 45.45	45.94
urmed	Total	28 31 35 42 42 42 42 41 41 37	332
Number Returned	Girls	119 117 117 117 118 20 20	202
Numb	Воув	21 113 113 113 114 117	130
t Out	Total	25 24 27 27 28 23 28 28 29 29 20 20 20 20 20 20 20 20 20 20 20 20 20	199
Number Sent Out	Girls	40 32 32 33 33 41 41 41 41	378
Numbe	Воув	22 32 32 33 24 33 33 33 33 33 33 33 33 33 33 33 33 33	283
8	Total	100 100 100 100 100 100 100 100 100 100	83
Addresses Unknown	Girls	8 タ 5 2 4 2 2 4 2 4 2 4 2 4 2	42
Ad	Воув	プレ 0 4 5 0 7 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	41
Deceased	Girla	000000000	П
Dece	Воув	4000000	7
ads.	Total	26983288 769883	752
. of Grads	Girla	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	421
No	Воув	38 37 37 86 87 87 87 87 34	331
June Grad-	uated	1938 1939 1940 1940 1940 1940 1940 1940 1940	Total

TABLE I-B--RETURNS ON QUESTIONNAIRES SENT OUT TO DROPOUTS

ารทอด	Total		24.30
ent Reti	Girls		18.00
Per C	Воув	12.50 23.08 18.18 35.29 66.66 80.00	29.82
med	otal	200000 m	52
er Retur	Girls	0.0	18
Numb	Boys	000×000	34
t Out	Total	2118 2818 2818 2818 2818 2818 2818 2818	214
r Sen	Girls	8 1 1 8 1 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1	100
Numbe	Воув	1286411 4 128 12 12 12 12 12 12 12 12 12 12 12 12 12	114
8	Total	1177	102
dresse	Girls	1 67 69 7 3	99
Ađ	Boys	00000000	36
lents	Total	08348858	316
f Stud	Girla	1448468864	166
No. Who	Воув	0110 8 4 3 8 6 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	150
Year	Ending	1938	Total 150
	No. of Students Addresses Who Left School Unknown Number Sent Out Number Returned	No. of StudentsAddressesAddressesWho Left SchoolUnknownNumber Sent OutNumber ReturnedPer Cent ReturnedBoys Girls TotalBoys Girls TotalBoys Girls TotalBoys Girls TotalBoys Girls	No. of Students         Addresses         Number Sent Out         Number Returned         Per Cent Returned           Who Left School         Unknown         Number Sent Out         Number Returned         Per Cent Returned           Boys Girls Total           10         11         21         4         8         12         No Reply         No Reply           20         28         48         4         9         13         16         19         35         2         1         No Reply         No Re

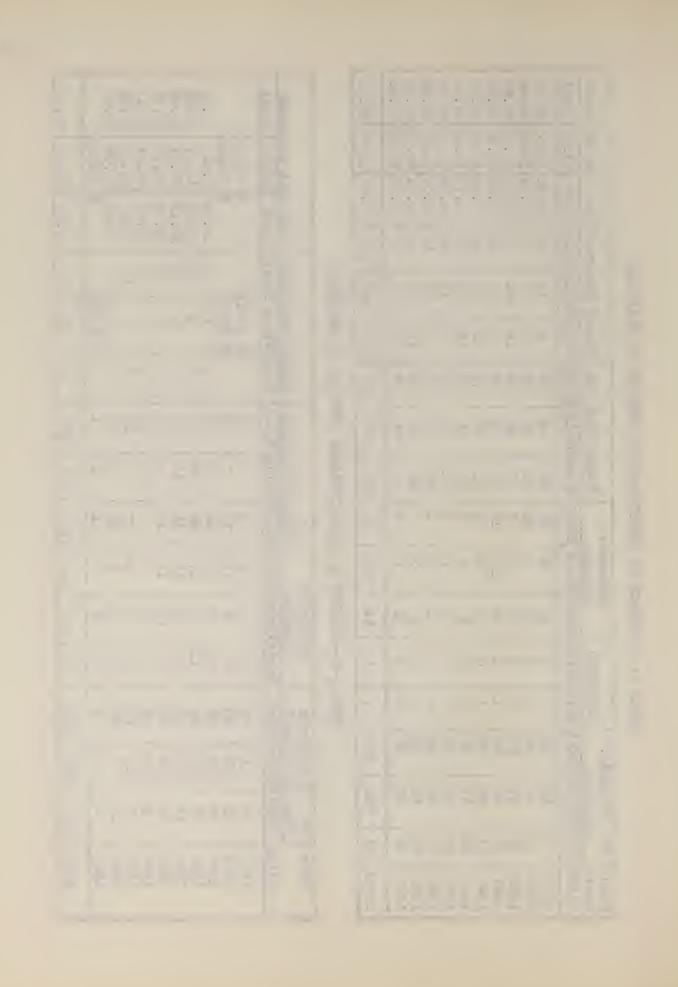


TABLE I-C-- RETURNS ON QUESTIONNAIRES
SENT OUT TO GRADUATES AND DROPOUTS

	Total	No. Se	nt Out	Total	No. Re	turned			otal Re	turned
Ending	Boys	Girls	Total	Воув	Girls	Total	Воув	Girls		Total
1938 1939 1940 1941 1942 1943 1944 1945 1946 1947	26 39 48 57 46 44 27 36 40 34	48 43 51 51 54 50 49 48 43 41	74 82 99 108 100 94 76 84 83 75	9 13 16 14 23 17 13 21 23 15	19 18 22 20 25 21 22 30 21 22	28 31 38 34 48 35 51 44 37	34.61 33.33 33.33 24.56 50.00 38.64 48.15 58.33 57.50 44.12	39.58 41.86 43.14 39.22 46.30 42.00 44.90 62.50 48.84 53.66		37.84 37.80 38.38 31.48 48.00 40.43 46.05 60.71 53.01 49.33
Total	397	478	875	164	220	384	41.31	46.03		43.89

It has been stated by some that students who followed a business or general curriculum in high school were more likely to remain in the near vicinity of the community in which they were educated than those who took the college or scientific curriculum. This is perhaps due to the fact that college preparatory students attended college for specialization in professional fields. There are only a limited number of positions in the professional field available in any community, and thus college graduates are forced to seek work in their particular field elsewhere.

However, if this statement is true, it would seem logical that the school should concentrate upon these individuals who remain in the community, preparing them to accumulate worth-while attitudes and knowledges that build substantial, worthy citizens of that community.

Table II shows that 84.89 per cent of those who took the business

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		D .4/	0			190	97		

curriculum still live and work in Shrewsbury or Worcester and that only 15.11 per cent of this group have moved away. Of those who followed the general curriculum, 93.10 per cent have remained in the community and only 6.90 per cent have moved away. When these percentages were compared with the percentages for the total number of returns, there were 16.40 per cent living away from the community and 83.60 per cent remaining in Shrewsbury or Worcester. This would seem to give some basis for the above claim. (See Table II, page 51.)

According to these figures, more attention should be paid to those students specializing in the business and general curricula. Most of our high school curricula are based on the high school population of the past when students chiefly came from the one stratum of society and were mainly interested in preparing for colleges and the professions. Today, high school students include practically all the youth of high school age, from all strata of society, and preparing for all occupations, including industries, trades, and business.

### Preliminary Information

Routine information regarding students was sought in this first part of this chapter. Most of this information will be transferred to the permanent record sheets of the students.

The ages of those who returned a questionnaire ranged between

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TABLE II -- PRESENT RESIDENCES OF FORMER STUDENTS

Grand	Total	283	800	<u>ي</u> ر	1 11	2	Н	0 -	٦ -	1		1 (1)	Н	a	н		-1	l m	۲.	-1	1~	H	281			1		
Total	1 23	174			1 1	•	-	N I			r	<del> </del>	1	٦	•	٥-	4 1	9	· _	1	1 1	1	000	384	72 70	(3.(0	06.6	16.40
A		3 129	00.0			a						<u>ا</u>	-	-		N I			-	<u> </u>	-	-1-	1/2		-	+	_	
o Course Specified	Girl				_	_	_			_		_	_	1	_	1		_	_		-	•	7	80	20 20	3	12.50	2.50
No	a Boys	3	<u>ط ا</u>	•	1	Н	'	' '	•	1	1	1	1	1	1		1	_	•	1 1	<u> </u>	1 1	٦ ١		,		1	
Didn't Know	Girl	7	1 1	•		1	'			'	'	1	1	'	1	1 1	1	1	<u>'</u>	' '	'	1 1	-					
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ral	Girla	ਨ	N 1	1	1	1	•	1 1	•	1	1	1	1	1	1 -	۱ ۱	•	1	1	1 1	1	1 1	700	7	87 36	500	5,75	6.90
General	Boys	55	ma	1	1	Н	1	1 1	•	1	1	1	н	1	1		1	1	1	1 1	Н	1 1	63	8	α			
Business	Girls	80	91	-	1	1	1 ,	- I	ı	1	႕	1	1	Н	1 -	1 1	1	٦	1	٠ ٦	1	1 1	117	6	60 78	2	15,11	5.11
Busi	Boys	17	0 -	1	Н	ı	ı	1 1	ı	1	ı	ı	ı	ı	1		1	1	•	1 1	ı	- ۱	22	13	ý		1	7
tific	Girls	7	1 1	1	•	1	1	1 1	1	1	1	ı	1	ı		1 1	1	ı	1	1 1	1	1 1	1		8		-	8
Scientific	Boys (	2	1 1	1	1	ı	1	1 1	1	1	1	ı	1	-		•	•	1			1	1 1	~	4	75.00			25.
989	Girls	84	<sub>∞</sub> ∞	1	1	١,	-1 -	٠ ١	1	Н	ı	Н	ı	ı	1 0	) H	•	a			ı	1 1	74		68.53	1	7.69	.78
College	Boys	2 °	n 0	1	1	ı		י רו	Н	1	1	7	ı	۱,	٦ ٥	J 1	н	1 ,	٦,	11	1 1	٦ ،	69	143			-	
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Locality		ury				nia	4::0	יוכמי		00		<del>ا</del>	٠ برا	psnir	Bey	aroli		sland		et et	ton	ton,	v Sex	otal	t Remer	t Livi	ester	t Klae
Loc		Shrewsbury	worcester Other Mass.	Alabama	Arizona	California	Colorado	Florida	Georgia	Illinois	Maine	Mary land	Missouri	New Hampshire	New Jersey	North Carolina	Ohio	Rhode Island	Varmont	Virginia	Washington	wasnington, u. Canada	Total by Sex	Grand Total	Per Cent Remaining In Shrewsbury	Per Cent Living	in Worcester	Per Cent Elsewhere
		(S)	ŏ	A	A.	ပိုင်	Š č	F	E	A	W.	Z :	E :	Ne	Z Z	No	Oh	2 6	Te	Y.	S ;	<b>3</b> €	To	Gr	Pe	Pe	T.	Pe

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16 and 29, with a median age of 22.73 years, as follows:

TABLE III-- AGE OF STUDENTS
AT TIME OF FILLING OUT QUESTIONNAIRE

Age Last Birthday	Number Reporting	Percentage of All Students
16 17 18 19 20 21 22 23 24 25 26 27 28 29 No Answer	4 7 31 43 42 35 41 42 34 29 30 29 6 10	1.04 1.82 8.07 11.20 10.94 9.11 10.68 10.94 8.85 7.55 7.81 7.55 1.56 .26
Total	384	99.98

Median Age 22.73

This median age would reflect answers from a group who had been out of school and in contact with the world for a long enough period of time to give valuable advice. However, these students had finished their high school education at a relatively recent date and were representative of the modern school system—its attitudes, ideals, and purposes.

Of the total graduates, 30 boys and 76 girls were married; 1 boy and 3 girls were divorced; 2 girls were widowed; and 96 boys and 121 girls were still single. (See Table IV, page 53.)

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TABLE IV--MARITAL STATUS OF STUDENTS REPORTING

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		6		26.92
Marri	ווימאאאווו	5	<del>ተ</del> ፐ	97
gle Girla	1 1 1 1 0 1 4 1 1 1	6	7	71.15
Sin	1 10 00 1 1 1 00 0 1	28	3,	7.
Girla	11111111	0		8.
No An	יותוותותו	3	3	
Ted	21410007411	92	9	31.93
Mary	1110000111	30	10	<b>C</b>
Girls	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	121	7	65.36
Str	24 64 64 64 64 64 64 64 64 64 64 64 64 64	8	12	9
Girls	аатттт	2		.60
Wide	11111111	0	N	•
rced	ааатттт	3		1.20
Divo	TI LIMITITI	7	t	7
60	10338 10555550 105555550 10555550 1055550 10	Totals by Sex	Grand	Per Cent
	Divorced Widowed Single Married No Answer Single Married No Answer Single Married No Answer Single Married No Answer Single Boys Girls Boys Gir	Divorced         Widowed         Single         Married         No Answer         Single         Married           Boys         Girls         Boys         Girls<	Divorced   Widowed   Single   Married   No Answer   Single   Soys Girls   Boys Gir	Supple   Married   Marri

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Among the dropouts, there were no divorced or widowed students; 9 girls and 5 boys were married; and 28 boys and 9 girls were still single.

For placement purposes, it was thought necessary to learn how many of our former students were veterans and also to determine how many of those were taking advantage of the education for veterans at the expense of the government. (This information is shown in Table XIV, page 74.)

Table V, however, shows that there were 84 or 64.62 per cent of the boy graduates and 19 or 55.88 per cent of the boy dropouts were veterans of World War II. Ten girl graduates or 4.95 per cent had served their country in World War II. Of all students reporting, 29.43 per cent had seen service in World War II.

TABLE V-- NUMBER OF STUDENTS
WHO WERE VETERANS OF WORLD WAR II

For the Year Ending June	B 0 3 Graduates		GIR Graduates		Total
1938 1939 1940 1941 1942 1943 1944 1945 1946 1947	6* 10# 12 7 20 9 7 8 2	0 0 2 6 2 4 2 3 0	1 3 4 2 0 0 0 0 0	0 0 0 0 0 0 0 0	7 13 18 15 22 13 9 11 2
Total	84	19	10	0	113
Per Cent	64.62	55.88	4.95	0	29.43

Notes: \*1 disabled -- hearing and back

#1 disabled -- left arm

Tables VI-A below and VI-B on page 56 show what the former students of the Major Howard W. Beal Memorial High School were doing at the time they filled out and returned the follow-up questionnaire. One dropout and only two graduates were actually unemployed and seeking work. For this study, we considered those students still in school, those in the Armed Forces, and the housewives as unemployed.

TABLE VI-A--EMPLOYMENT STATUS OF ALL GRADUATES

For the	Tota	l No.		mber Loyed Time	Num Emplo Part	oyed				ber chool	House			
Ending	Воув	Girls	Воув	Girle	Воув	Girle	Воув	Girls	Воув	Girla	wives	Forces		
1938 1939 1940 1941 1942 1943 1944 1945 1946 1947	7 11 14 8 11 5 3 6 8	7 7 8 8 13 10 12 14 13 14	6 10 13 8 10 4 3 6 8	7 7 8 13 9 11 14 11	1* 1# 1# 0 1# 10 0	0 0 1 0 1 0 2 2	2 3 0 10 6 6 10 11	12 11 13 9 7 9 5 14 7	3* 4# 10 6# 69 73	0020122989	12 11 12 96 7 4	0 0 0 0 1 0 1 2		
Total By Sex	76	106	71	99	5	7	55	95	49	33	67	8		
Grand Total	18	2	17	70	12		15	50	8	2	67	88		
Per Cent	5	4.82	8	51.20	3.61				4	5.18			20.18	2.41

Notes: \*Part-time work and part-time day school #In school full time and work part time

One hundred and eighty-two or 54.82 per cent of the graduates reporting were employed as compared with 26 or 50 per cent of the dropouts.

Of the graduates, 51.20 per cent were working full time and only 3.61 per cent were employed part time. All part-time workers were attending school. About one-third of the girls or one-fifth of all the graduates were housewives. About one-fourth of all graduates were still attending school. A small percentage of the boys were still in the Armed Forces.

Of the dropouts, 50 per cent were employed full time and only 1.92 per cent were part-time employees, as shown in the following table.

TABLE VI-B--EMPLOYMENT STATUS OF ALL DROPOUTS

For the Year	Tota	l No.	Emp	mber loyed Time	Emp	mber loyed Time		ber		mber School	House -	In Armed
Ending June	Воув	Girla	Воув	Girls	Воув	Girla	Воув	Girls	Воув	Girls	wives	Forces Boys
1938 1939 1940 1941 1942 1943 1944 1945 1946	1622043	0 1 2 1 2 1 1	1621043	- 0 1 2 1 2	- 0 0 0 0 1 0 0 0	0 0 0 0 0 0	ply 1 0 0 4 4 4 3	- 1 2 2 1 3 1	1 0 0 1 3 1 3	-0000200	 1 2 2 1 1	0 0 0 0 2 1 3 0
1947 Total by Sex Grand		8	17	8	1	No Re	16	10	9	2	8	6
Total Per Cent	26 50	.00		8.08	1	.92	50	0.00		21.15	15.38	11.54

Although Table VI-B shows that only 50 per cent of the dropouts were employed, this was not a true picture because many students who dropped from the Shrewsbury High school continued their education elsewhere.

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Eleven or 21.15 per cent of the dropouts were in school. Eight of the girls were married and were devoting most of their time to their homes and children. There were almost as many dropouts in the Armed Forces at the time the questionnaires were filled out as there were graduates.

### Educational Information

High schools are often criticized because it is felt that adequate training is not given to its students in that they are not prepared to fill successfully their places in the life of the community. The provision of improved and varied curricula adapted to fulfill the needs of the youth of the community as a whole is the basic requirement in the proper functioning of a school system. For purposes of evaluating the present curricula and as a basis for a possible revision of the courses of study in the future, it was necessary to secure information regarding the educational background of former students.

Table VII-A shows that a little over one-third of the school population between the years 1938 and 1947 was enrolled in the college course, one-third in the business course, and less than one-fourth in the general course. This would seem to indicate that too much emphasis had been placed on the college course, but one must consider that 120 students were in college or had attended college. Of course, this number was abnormally increased by the government-sponsored education program for veterans.

Table VII-B on page 59 shows that 40.39 per cent of the dropouts

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TABLE VII-A--COURSE FOLLOWED IN HIGH SCHOOL BY GRADUATES

Grand	Total	8455358345 <b>6</b>	332		
Total All	Girls	19 17 17 17 17 17 18 88 88	202		
Tota	Boys Gir	24 11 11 11 11 11 11 11 11 11 11	130		
No Course	Girla	H00000000	3	1.49	1.80
No Course	Воув	00000000	3	2.31	1,
d Not	Girle	00000000	1	.50	8
Did Not	Воув	0000000	2	1.54	•
ral	Girle	しているとしていって	77	11.88	89
General	Воув	10121111111111111111111111111111111111	52	40.00	22.89
Business	Girle	1248 E 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	107	52.97	36.75
Bug	Boys	ここののことやして	15	11.54	36,
tific	Girls	000000000	1	.50	.90
Scienti	Воув	00000000	2	1.54	
989	Girla	てららら ひらら てら	99	32.67	36.75
College	Воув	らら 4 4 4 5 5 7 7 8 8 8	56	43.08	36
For Year Ending	June	1033 1033 101 101 101 101 101 101 101 10	Totals	Per Cent 43.08 32.67	Total Per Cent

TABLE VII-B -- COURSE FOLLOWED IN HIGH SCHOOL BY DROPOUTS

Grand	Total		52		
Total All	Boys Girls	00000000 114000000	34 18		
-	-	1100000001	0	0	†£
No Course Specified	Boys Girls	0001001	N	5.88	3.84
Did Not Know	rs Girls	0000000	0	0	0
	Girls Boys	1 1	0	0	
General	Boys G1	No Reply No Reply 0 0 1 0 2 0 0 0 0 0 0 0 0 0 0 0 No Reply	п	32.35	21.15
Business	Girla	1	10	20.58 55.55	32.70
	Boys	1100400001	7	20.58	32
Scientific	Boys Girls	1 0000000	1 0	2.94 0	1.92
	Girla	ו מממממ '	ω		40.39
College	Воув	, , , , , , , , , , , , , , , , , , , ,	13	38.24 44.44	04
For Year Ending	June	1938 1938 1946 1946 1946 1946 1946	Totals	Per Cent	Total Per Cent

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were enrolled in the college course; 32.70 per cent in the business course; and 21.15 per cent in the general course. It must be remembered, however, that of the total of 52 listed as drop-outs from Shrewsbury High school, 23 have finished their high school education elsewhere.

According to Table VII-C below, of those students who left the Major Howard W. Beal Memorial High School during or at the end of grade 11, 90.91 per cent finished their high school education. Of those that left during or at the end of grades 9 or 10, only about one-third finished their high school education. None of those who had left during or at the end of Grade 8 finished their high school education. These facts seemed to substantiate the statement that the majority of students who attend school beyond the 11th grade have a tendency to complete their secondary school education.

TABLE VII-C-- NUMBER OF DROPOUTS
FROM MAJOR HOWARD W. BEAL MEMORIAL HIGH SCHOOL
WHO FINISHED THEIR HIGH SCHOOL EDUCATION ELSEWHERE

Highest Grade Completed	Number of Comple Each	eting	Number of Dropouts who Completed Their High School Education Elsewhere							
at Shrewsbury	Boys	Girls	Воув	Per Cent	Girls	Per Cent	Total	Per Cent		
Grade 11	9	2	9	100.00	1	50.00	10	90.91		
Grade 10	11	12	3 <b>*</b>	27.27	6	50.00	9	39.13		
Grade 9	11	2	3#	27.27	1	50.00	4	30.77		
Grade 8	3	2	0		0		0			
Totals	34	18	15	44.12	8	44.44	23	44.23		

Notes: \*One student in process of completing High School Education.
#Two students in process of completing High School Education.

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It is common knowledge that there is a stigma attached to the term general course and that boys feel that the business course is set up primarily for the girls. These two factors, together with the fact that the general course is not too clearly defined, may have unduly influenced the reply to the question "Course followed in high school."

Table VIII-A below indicates that 316 boys and girls left the Major Howard W. Beal Memorial High School before completing the 12th grade between September, 1937 and June, 1947. Of this number, almost one-half or 45.57 per cent dropped out during or at the end of the tenth grade. Two factors contributed to this condition. This was the grade in which many of the students reached their 16th year and were beyond compulsory school age. There was also a group which left at the end of this grade to attend private schools and academies.

TABLE VIII-A--GRADE DURING OR AT END OF WHICH SCHOOL DROPOUTS LEFT\*

For Year	Numbe	er of S	tudent	s Leav	ing Di	ring o	r at E	nd of	To	tal	
Ending	Ending Grade 9		Grad	le 10	Grad	Grade 11		Grade 12		Dropouts	
June	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Воув	Girls	
1938 1939 1940 1941 1942 1943 1944 1945 1946 1947	1 6 7 7 2 7 4 3 3	1 3 4 2 3 4 3 5 3 0	7 5 8 9 7 4 3 5 6 0	8 6 11 13 14 11 9 4 2	0449482331	1209567320	2012100100	1330014110	10 15 20 37 14 20 9 12 12	11 14 28 24 22 22 23 13 8	
Totals	40	28	65	79	38	45	7	14	150	166	
Grand Totals	6	58	1	144		83		21		316	
Per Cent	2]	52	45	5.57	26	5.27	6	.65			

Note: \*Taken direct from school records -- not questionnaire

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Information for Table VIII-B below was secured from the returned questionnaires. Although the replies from the dropouts were few, the 44.33 per cent who completed the tenth grade before leaving seemed to conform to the picture shown in Table VIII-A, page 61, in which the majority of students dropped out of school during or at the end of the tenth grade.

Of the total number of pupils enrolled between September, 1937 and June, 1947, a little more than two-thirds were graduated and one-third left before completing their high school education. There were only 52 returns from the dropouts or less than one-fifth of the total dropouts for that period.

TABLE VIII-B-- HIGHEST GRADE COMPLETED WHEN LEAVING MAJOR HOWARD W. BEAL MEMORIAL HIGH SCHOOL

For Year		DROPOUTS								Graduates	
Ending	Grad	/	Grade 9		Grade 10		Grade 11		Grade 12		
June	Boys	Girls	Воув	Girls	Воув	Girls	Boys	Girls	Воув	Girls	
1938 1939			1 1	No Re			-		9 13	19 18	
1940 1941	0	0	0	0	1 2	3	1	0	14	21 17	
1942 1943	0	2	1	0	1 2	2	0 2	0	21 11	21 19	
1944 1945	0	0	1	0	1	5	2	0	9	17	
1945 1946 1947	1	0 0	1 4 -	l No Re	3 1 ply	0 0 -	3 0	0	13 17 15	28 20 22	
Totals	3	2	11	2	11	12	9	2	130	202	

The evident lack of interest in school affairs on the part of dropouts, as shown by their neglect to cooperate in returning the questionnaire, is indicated in Table IX on page 63.

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TABLE IX-- REASONS GIVEN FOR LEAVING
MAJOR HOWARD W. BEAL MEMORIAL HIGH SCHOOL

Reason Given	No. of Boys	No. of Girls		nd Girls Per Cent	Per Cent of Dropouts
Graduated	130	202	332	86.46	
Failing Discipline Maladjustment No Interest in School	0 1 1 2	0 0 0 2	0 1 1 4	.26 .26 1.04	1.92 1.92 7.69
Desire to Work Help Support Family	3 7	2	5 9	1.30 2.34	9.62 17.31
Moved Away To Attend Private School	5 7	3 5	8	2.08 3.13	15.38 23.08
Poor Health	0	1	1	.26	1.92
To Marry	0	2	2	.52	3.85
To Enter the Service	7	0	7	1.82	13.46
No Answer	1	1	2	.52	3.85
Totals	164	220	384	99.99	100.00

This table shows that 11.53 per cent of the dropouts who replied felt that the school could be held responsible for their leaving high school before completion by their indication that their reason for leaving school was discipline, maladjustment, or no interest in school. The 26.93 per cent who claimed they left for economic reasons is perhaps an overstatement, as undoubtedly a large proportion of those who said they left for economic reasons really left because of their inability to become properly adjusted to the school environment, or because the school neglected to meet the needs of those students.

Of the 52 replies from dropouts, 23.08% left to attend private

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schools, and 15.38 per cent moved away from the community. It is fairly reasonable to assume that these pupils completed their high school education elsewhere. The 13.46 per cent of the dropouts who left school to enter the service was perhaps high for ordinary conditions but was justified by world conditions.

The median age for boys graduating from high school was 17.19 years, while that for the girls was 16.89 years, as shown in Table X-A below. Five boys graduated at the age of 20 and two graduated at the age of 21, but this can be explained by interrupted schooling while in the Armed Services.

TABLE X-A-- AGE WHEN GRADUATES LEFT
MAJOR HOWARD W. BEAL MEMORIAL HIGH SCHOOL

Age at Time of Leaving	Boy Graduates	Girl Graduates	Total Graduates
16	4	5	9
17	46	99	145
18	53	73	126
19	n	נו	22
20	5	0	5
21	2	0	2
Totals	121	188	309
Median Age	17.19	16.89	17.01
No Answer	9	14	23

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Table X-B below shows the ages of dropouts when they left the Major Howard W. Beal Memorial High School. The median age for all dropouts was 15.63 years. This table was not a true picture of dropouts

TABLE X-B-- AGE WHEN DROPOUTS LEFT
MAJOR HOWARD W. BEAL MEMORIAL HIGH SCHOOL

Age at Time of Leaving	Воув	Girls	Total	Per Cent
14 15 16 17 18	3 6 11 11 3	1 6 5 6 0	4 12 16 17 3	7.69 23.08 30.77 32.69 5.77
Totals	34	18	52	100.00
Median Age	15.73	15.40	15.63	

since a number included in this table have finished their high school education elsewhere. For this reason, Table X-C was constructed to give a true picture of the dropouts and covers those pupils who left school and did not continue or complete their high school education. Over 70 per cent of these dropouts left when they were 16 or 17 years of age.

TABLE X-C-- AGE AT TIME OF LEAVING SCHOOL
OF DROPOUTS WHO NEVER COMPLETED HIGH SCHOOL
AFTER LEAVING MAJOR HOWARD W. BEAL MEMORIAL HIGH SCHOOL

Age at Time of Leaving	Воув	Per Cent	Girls	Per Cent	Total	Per Cent
14 15 16 17 18	1 56 5 2	5.27 26.32 31.58 26.32 10.53	0 0 4 6 0	40.00 60.00	1 5 10 11 2	3.45 17.45 34.48 37.59 6.89
Totals	19	100.02	10	100.00	29	99.99
Median Age	15.68		16.17		15.85	

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The types of school attended by graduates and dropouts are shown in Table XI below. Seventy-six boy graduates and 8 boy dropouts have attended schools of college grade. Only 44 girl graduates and 4 girl dropouts have attended college. The greatest enrollment in this group was in private colleges or universities. Twenty-five girl graduates have studied nursing. Thirty-one girls have entered private business schools.

TABLE XI -- TYPES OF SCHOOLS ATTENDED BY GRADUATES AND DROPOUTS

Type of School	B 0 3		G I I Graduates	R L S Dropouts
Private College or University Private Business College Private Technical College State College or University Nurses Training (Hospital)	45 2 `14 15	5 0 1 2	31 0 1 12	4 0 0 0
Private Junior College Public Junior College Private Academy	17 0 9	2 0 8	19 2 0	2 0
Private Business School Private Vocational School	0 13	1 2	31 18	3
Private Secondary School Public High School Parochial School Public Night High School Trade School	0 0 0 3 2	0 5 1 0 4	0 1 0 3 4	1 4 4 0 0
Armed Forces Schools	37	8	2	0
Correspondence School Extension Course	0 1	2	0	0

Table XII on page 68 is a detailed study of the types of schools attended by former students, the length of time spent in study, whether

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or not the course was completed, and the kind of degree received upon completion.

Twenty-four students, who attended school full time and completed four years of college work, received the following degrees:

7 girls and 7 boys received B. S. degrees;

l girl received a B. J. degree;

1 boy received a B. S. in Aeronautics;

1 boy received a B. S. M. E. degree;

4 boys and 3 girls received B. A. degrees.

Five students were in the process of acquiring a Master's degree.

All of them were boys. Two boys completed their Master's study, receiving the degrees of M. S. M. E. and M. B. A.

One girl received her M. D. degree and one boy was attending a state college, working for his doctorate.

Seventy-five students said they had not completed their college education.

Ten girls had completed three years of nurses training in local hospitals. Nine had not completed training in this field.

Forty veterans attended schools while serving in the Armed Forces; 24 for 3 months; 13 for 6 months; and 3 for 9 months.

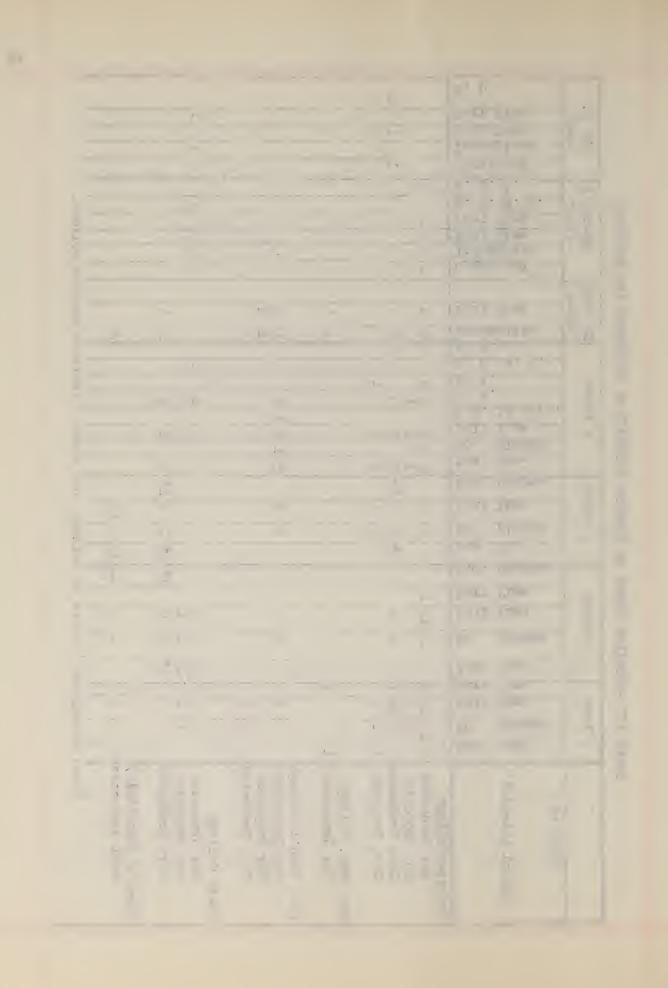
Ten students attended trade school, two receiving diplomas.

According to this table 9 dropouts attended public high schools elsewhere, six of them earning their diplomas. All five students who left Shrewsbury High to attend parochial schools received their diplomas.

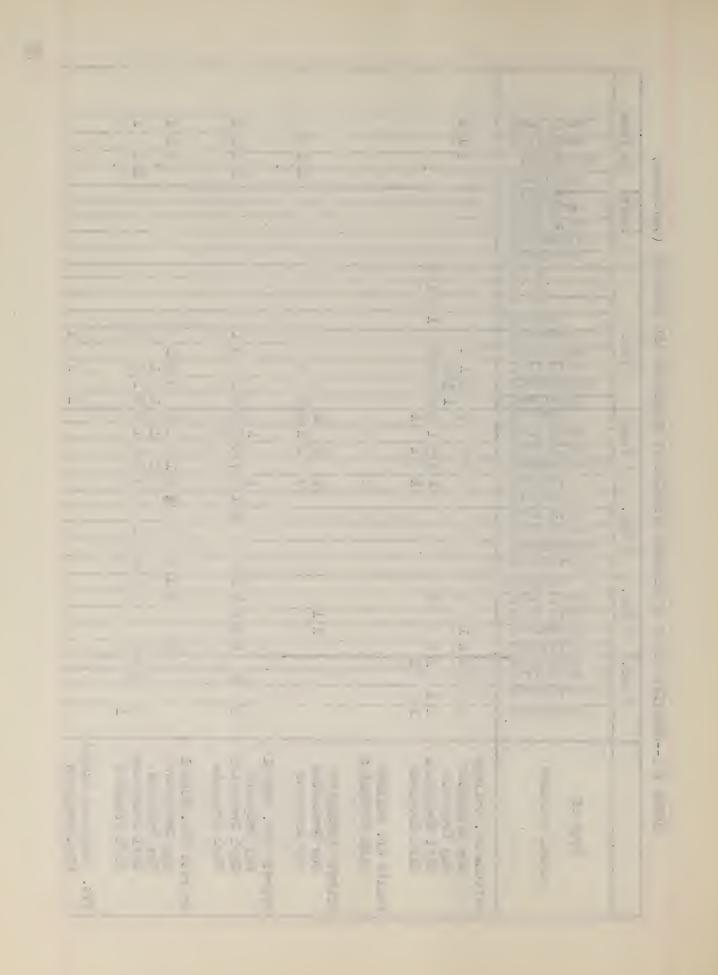
The private junior colleges had been attended by forty former

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Shrewsbury students. Six students, 2 boys and 4 girls, earned diplomas from such schools after attending for one year. Six girls secured the following degrees after attending a private junior college for two years:

1 received an A. A. degree;

2 received A. S. degrees;

2 received A. C. S. degrees;

and 1 student failed to state the type of degree received.

Table XIII on page 72, which lists the types of training the students were engaged in, indicates that the boys were interested in a college preparatory training first and mechanical engineering second. The high enrollment in the college preparatory training was no doubt due to veterans who were availing themselves of the privilege of attending school under the G. I. Bill of Rights. It is interesting to note here that their vocational preference while in high school was rated as follows:

- 1. Business:
- 2. Engineering;
- 3. Medicine.

Their preference as indicated by the type of training they specialized in after leaving high school was college preparatory first; mechanical engineering second; and accounting, the "liberal arts," and business third.

While in secondary school, the girls were interested in business, nursing, medicine, and then teaching. Their training after leaving high school corresponded quite closely. Table XIII shows they had taken courses in business, nursing, and college preparatory.

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## TABLE XIII--TYPES OF TRAINING

	Boys	Girls	Total		Boys	Girls	Total
Academic	1		1	Key Punch		2	2
Accounting	8	2	10	Law	2		2
Aeromechanics	1		1	Liberal Arts	8	12	20
Aeronautical Eng.	ī		ī	Library	Ŭ	1	1
Algebra	2		2	Machinist	2	_	2
	-	٦.			1		2
Art Major		1		Mathematics	_	2	3
Auto Mechanism	1			Math. Refresher	1		
Auto Serv. Manag.	1			Mech'l Engineering	14	0	14
Aviation	1			Medical Secretary		2	2
B. A. Transfer	1			Medicine		2	2
B. S. Transfer	ī			Merchandising		1	1
Biology		1	1	Meteorology	2		2 1 1
Bookkeeping	-	14		Music		1	1
Business	7	14	21	Nursery Schl. Teach.		1	1
Bus. Adminis. Bus. English			6	Nursing		19	19
Bus. & Govern.	1		i	Painting Pharmacy	7	1	1
Bus. Law	1 1		i	Phys. Education	3 2	2	19115231411
Buying	_	1		Physics & Math.	3	-	3
Carpentry	1	_	ī	Physiotherapy	-	3	2 7
Chemical Enginer.	ī		ī	P. G.	1	٦	ĭ
Chemistry	1 32	2	5	Pre-Medical	3	1	4
Civil Engineer.	ž		5 2	Pre-Professional		ī	i
College Prep.	17	6	23	Pre-Veterinary	1		1
Commercial Art	i		ĭ	Prod. Management			
Comptometry		8	8	& Bus. Adminis.	1		1
Cosmetology		1	1	Psychiatry		1	1
Dairy Engineer.	1		1	Psychology	2	1	3
Diesel	1		1	Radio	4	4	11381221131
Drafting	1		1	Refresher Course	1		1
Drama.		1	1	Refrigeration	2		2
Dressmaking Economics	,	1	1 1 1 4	Retail Selling Sales Courses		2	2
Ediphone	1	1	1	Sales Courses	1		1
Electrical Eng.	14		1	Sales Management Scientific	3		7
Elementary Teach.	7	1		Second. Teach.	2	1	2
Engineering	6	_	16	Secretarial	1	17	17
English	ĭ	3		Social Sciences	1		
English Major	ī			Sociology	-	2	1 2
English & Spanish	ī		ī	Spanish		ī	ī
Fire	1		1	Speed Writing		2	1 2
Floriculture	1		1	Stenographer	1	12	13
Food Technology		1		Teaching Course		1	13 1 1 1 1
French	1		1	Teletype		1	1
French & Geom.	1		1	Trade & Trans.	1		1
Geom. & Mod.Hist.	1			Veterinary	1		1
Hist.& Inter.Rela	1		1	Weather Forecasting	1	1	1
Home Economics		5	5	X-Ray		1	
Jewelry Designing		1		Zoology		1	1
Journalism		4	4	No Answer	2	1	3

Table XIV, on page 74, indicates a total of 113 veterans replied to the questionnaire. Of this number, 48.67 per cent were attending school full time and 8.85 per cent part time.

Forty-one or 36.38 per cent were working full time and were not taking any additional training.

It is interesting to note that there were 17 students attending colleges or higher institutions before they entered the service. Of this number, 13 returned to school after being discharged.

There were 53 students who were working with no further education before they entered the service. Of this number, almost one-third or 17 went to school after being discharged from the service. This would seem to indicate that this group was influenced by the government policy for veteran education.

Of the six veterans who had completed their college or higher education before entering the service and had never worked, two returned to school, two went to work, and two married.

Out of the group of 24 boys who had just graduated from high school before going into the service, 18 or three-fourths returned to school. This was in excess of the number who normally seek additional training and was, no doubt, caused somewhat by the government education policy for veterans.

The vocational preference of boy graduates was business first, engineering second, and mechanics third as shown in Table XV-A, on page 75. These three vocations account for almost 70 per cent of the graduate boys. Seven boys admitted frankly they didn't know what they

TABLE XIV-- WHAT THE VETERANS DID
AFTER BEING DISCHARGED FROM THE SERVICE

Before No. of Entering the Service In Eac		What The	Veten	ans Dic	What The Veterans Did After Being Discharged from the	ing Dische	arged fr	com the S	Service
	of Pupils	Attended Work	Work	Work I	Work Full Time	Re-	House-	-un	
	In Each Class	School	Only	School	School Part Time	Enlisted	wife	Employed Total	Total
Attending College or Higher Institution	17	13	3		0	н	0	0	7.7
Attending High School	9	#	н		-	0	0	0	9
Just Graduated from High School	54	18	m		ณ	0	0	н	₹
Completed College or Higher Education but Never Worked	9	α	N		0	0	N	0	9
Working After Additional Education	7	н	N		н.	0	m	0	2
WorkingNo Further Education	53	17	30		9	0	0	0	53
Totals	113	55	47		10	7	5	7	113
Per Cent		19.67	36.28	٣	8.85	.89	24.4	.89	100.00

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TABLE XV-A--VOCATIONAL PREFERENCE OF BOY GRADUATES WHILE IN HIGH SCHOOL

Agriculture Air Mechanics Aviation Business Court Reporting Engineering At 2						1		- \	24300	21100 101
Floriculture Forestry Law Machine Designing Machinist Mechanics Methorology Military Physical Education Printing Radio Science Research Teaching			75 7 77 7 8 9 1 16 3	3 NH N HH		4 m a 44 a	8 4 H	0 0 1 1	4445440446446	26.24 1.24 1.24 1.24 1.24 1.24 1.24 1.24 1
9 10	12	89	3 20	п	7	70	74	Φ	109	83.83
100.00 76.	8	85.71 100	100.00 95.24	24 100.00	77.77	76.92	82.35	53.33	83.85	
Didn't Know 0 1	т .	0	1 (	0	0	2	1	τ	7	5.38
0 0	0	0	0	0	1	1	2	2	9	4.62
0 2	٦	0	0	0	1	0	0	4	8	6.15
Grand Totals 9 13	147	8	3 21	11	6	13	17	15	130	99 98

1 }

had wanted to do and six said they had had no vocational preference at all. It is most interesting to note that, although the boys manifested their interest in business while in high school, less than half those signifying this interest had enrolled in the business course. Although medicine ranked third in their vocational preferences while in school, only six continued along this line when they left high school.

The vocational preference of dropout boys ran along much the same lines as the graduates-engineering first and business second. This is shown in Table XV-B on page 77. Three boys admitted they didn't know what they had wanted to do; two that they had no preference; and seven didn't bother to answer at all--perhaps because they too didn't know.

Table XV-C, on page 78, brings out clearly the outstanding preference of the girl graduates for a business career, followed by nursing, medicine, and teaching a close fourth. Ten girl graduates did not know what their preference was and one had no preference. Only nine girls did not bother to answer the question at all.

In spite of the fact that there was very little done at the school along vocational guidance lines, 83.85 per cent of the boy graduates and 90.10 per cent of the girl graduates had a definite goal in mind when they left the high school.

The dropouts were a little more uncertain as to their future plans as only 65.38 per cent had any vocational plans for the future.

TABLE XV-B--VOCATIONAL PREFERENCE OF DROPOUTS WHILE IN SCHOOL

		ıt.	1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	37		69.	7.69	23	66
	Per	Cen		65.37		7.	7.	19.23	99.99
		Total	4 4 4 4 4 4 8 4 8 4 8 4 8 4 8 4 8 4 8 4	η:Ε	65.38	巾	ħ	10	25
		Girla	т	1	66.67	0	0	0	0
	H	Воув	m	3	99	Т	0	2	9
		Girls		0	80.00	0 .	7	1	2
	1	Воув	не ен	8	80	0	0	0	8
		Girls	0 0 H	5	88.89	0	0	0	5
	10	Воув	н нн	3	88	0	0	7	77
		Girls	н	ı	62.50	0	0	1	N
	1,0	Воув		4	62	П	0	٦	9
		Girls	а ч	3	50.00	0	0	1	4
	1,0	Воув		0	50.	0	0	2	S
	1941	Girls		2	44	0	٦	0	m
		Boys G	аа	2	44.44	٦	N	1	9
		Boys Girls		0	66.67	7	0	0	٦
۱	7	Воув	N	2	99	0	0	0	N
		Vocation	Advertising Business Besigning Dietician Electrician Engineering Machinist Mechanic Medicine Nursing Sci. Research Teaching	Total	Per Cent	Didn't Know	None	No Answer	Grand Totals

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TABLE XV-C---VOCATIONAL PREFERENCE OF GIRL GRADUATES WHILE IN HICH SCHOOL

Vocation	1938 1939	1939	1940	1941	1942	1943	1944	185	1946	1947	Total	Per Cent
Architect Business	10	r r	†T	6	15	7	10	12	0	10	104	.50
Designing		٦							٦		٦,	•
Entertainment		4	7		-		٦	7	-	7	٧٢	2.50
Flying										CJ	a,	
Home Economics				7	r	,					٦ (	.50
Horses Interior Decompting					٦	-				-	2 1	9,0
Journalism	Т										١ ٦	.50
Librarian						٦		,			٦	.50
Medicine	Q ·		٦.	٦ (	(	ω.	٦ :	91	f	α ·	77.	7.43
Nursing	N	٦	4	CV.	m	4	m i	2		m	2	13.86
Occup. Therapy							7		٦			5.5
Physical Education									7		7	200
Physiotheraphy				٦,							٦,	55.
Social Service Worker				-1							٠,	55.
Sociology & Religion						1		,	٦.		7 ;	.50
Teaching	٦	CJ.	٦	ľ		-1	٦	-1	7	7	12	また
Telephone Operator				7							T	.50
Totals	91	15	21	16	20	14	17	25	18	20	182	90.16
Per Cent	94.21	83.33	100.00	94.12	42.24	73.68	00.00	89.29	90.00	90.91	90.10	
Didn't Know	2	2	0	ı	0	3	0	٦	0	٦	10	4.95
None	1	0	0	0	0	0	0	0	0	0	1	.50
No Answer	0	7	0	0	τ	2	0	2	2	1	6	94.4
Grand Totals	19	18	ta	17	12	19	17	28	20	22	202	100.07

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Table XV-D, on page 80, shows the changes that had taken place in the vocational preference of boys. For the most part this preference fell in line with what the graduates were doing when they filled out the questionnaire.

Eighty-six or 52.44 per cent of the boys claimed their vocational preference had not changed. Forty-three admitted their vocations had changed. Thirty-five boys did not answer the question at all.

About one-fourth of the girls had changed their vocational preference, as shown by Table XV-E on page 81. Of this number, 29.31 per cent were interested chiefly in their homes and families and 36.21 per cent who were formerly interested in another vocation had become interested in business as a career.

A little more than 50 per cent of both the boys and girls were still interested in the same vocation.

Of the students who replied to the question "Did you like school?"
220 graduates and 21 dropouts, or 63.25 per cent, liked it "very much."
There were 35.65 per cent who pleaded indifference, and only 2.10 per cent who disliked it. Of the number who disliked it, 6 were graduates and only 2 were dropouts. There were 29 dropouts and 103 graduates who were indifferent to school.

According to Table IVI on page 82, there were 140 students, or 36.75 per cent of the total replies, who had not received adequate guidance from the school. For this group, the school had simply failed to function as it should. More specific training, probably along vocational lines, might have held the interest of this group of students.

	Total	רורטרר		НННН		<b></b> 0	רההמה	חחחמ ח	98
	1947		Н	_		Н	r	П	7
	1946						Н		12
	1945		-1				1		15
F BOYS	1944		Н					г	7
ENCE OF	1943	Т	Н	н			Н		8
PREFERENCE	1942	г	Н	Н	ННН	П			77
VOCATIONAL	1941	1					н	пп	9
	1940		Н	пп		ત	г		ω
MI SEE	1939	н	п		러러				9
XV-DCHANGES	1938		τ						9
TABLE XV-D	To	Automotive Mech. Med. Research Selling Speech in Radio Carpenter	Com. Art Well Driller Medicine Automotive Business	Pharmacy Business Social Work Farming Business	Engineering Contractor Diplomatic Psychology Law	Business Business Fire Business Business	Entertainment Sci. Research Wine Steward Business Military	Automotive Mech. Business Electricity Engineering Auto Mechanic	in Vocation
	From	Air Mechanics Business	Electrician Engineering	Entertainment Floriculture Law	Machinist Medicine " Military	Phys. Ed. Printing Sci. Research Teaching	Teaching Don't Know	None	No Change in Vo

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TABLE XV-E--CHANCES IN VOCATIONAL PREFERENCE OF GIRLS

Total	るむよるようなよるようなよ	121
1947	4H 0	15
1946	п п	15
1945	מש הה ה החמה	टा
1944	e 4 e	12
1943	2 1 1	12
1942	н н г г г г г г г г г г г г г г г г г г	机
1941	н нн	15
1940	л о г	0
1939	о н м	10
1938	4 0 H	
Changed to	Art Business Cosmetology Dietician Fashion Designing Food Technology Housewife Industrial Journalism Medicine Merchandising Nursing Radio & Speech Work Statistical Research Teaching X-Ray Work	No Change in Vocation

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TABLE XVI-- ATTITUDE TOWARD

MAJOR HOWARD W. BEAL MEMORIAL HIGH SCHOOL

For Year					Indifferent				Disli			
Ending		luates		pouts		luates		outs		luates		outs
June	Воув	Girls	Воув	Girls	Воув	Girls	Воув	Girls	Воув	Girls	Воув	Girle
1938 1939 1940 1941 1942 1943 1944 1945 1946 1947	7 11 4 10 7 3 9 10 5	12 15 19 12 18 15 15 15 14	0012033320	0 0 1 2 2 0 1 0 1 0	22941046479	6 2 2 5 3 4 1 2 3 8	0 0 1 4 2 3 1 5 3 0	0 0 0 1 2 2 3 2 0 0	0 0 1 0 0 0 0 1	1 0 0 0 0 0 0 0 1 1 0	0 0 0 0 0 0 0 0 1 0	000000000000000000000000000000000000000
Totals			- )									
By Sex	70	150	14	7	57	46	19	10	3	3	1	1
Grand Totals	28	20	6	21	1	.03	2	29		6		2
Per Cent		63.	.25			31	4.65			2	.10	

The subjects not taken in high school but for which the greatest need had been felt were shorthand with a score of 47 and typewriting which was requested by 32 students. These subjects are contained in the business course but cannot be worked into the schedules of college preparatory students. Many of the students who could have taken these two subjects failed to see their value until after entrance into the business world.

The subjects listed next were algebra, physics, and solid geometry and trigonometry. Previous to the war the value of mathematics was greatly underrated. In the training of inductees in the army, stress was placed upon a knowledge of basic mathematical skills and abilities. This was especially true in programs planned for prospective officers. This re-awakening or rebirth of mathematics was reflected in the pupils' selection of these subjects as some for which a need had been felt.

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	Per Cent	3.13	33.07		.26	17.97
NOT TAKEN IN HIGH SCHOOL BUT FOR WHICH A NEED HAS BEEN FELT	Totals	<u>а</u> чог	54 84 ° 11	7 44 83 82	1 9 9 1 0 1 g	0104010
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NOT T	1939	н	N N	н н не	ਜ ਜ	н
BJECTS	1938	ннн	N	ったて	d	
TABLE XVIISUBJECTS	Sub jects	Arts: Art Freehand Drawing Music Appreciation	Business: Accounting Bookkeeping Business Law Business Machines	business Subjects Comptometer Ediphone Jr. Bus. Training Penmanship Salesmanship Shorthand Typewriting	Complete College Course Home Economics Industrial Arts: Drafting Manual Training Mechanical Drafting Mechanical Draving	Lenguages: Business English College English Debating Dramatics English Composition English

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(pent	Per Cent			22.92	16.41	7T.4	10.42
(Continued)	Totals	21 0 0	140000	88 72074	75 67 150 DF	, Aนนนดพนนด	70
N FELT	1947	ч	н	٦٣ d	ר מחמ ר		S
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FOR WHICH A NEED HAS BEEN FELT	1944	нчч	- N	n 4	w Hara	. н	1
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	1942	0 6	ط A س	러큐 <b>러</b> 러	m am	-г	7
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TAKEN IN	1939	н -		40	а мна н	нн	9
NOT	1938	н о	י המח	εч	H 10 01		4
TABLE XVIISUBJECTS	Sub jects	Languages (Cont.): French German Greek Latin	Literature Modern Language Public Speaking Spanish Speech	Mathematics: Advance Math. Algebra Calculus Geometry More Math. Slide Rule	Sciences: Sciences: Biology Chemistry Physics Physiclogy Science	Social Studies: Anc. History Economics Geography History Medieval History Problems of Democracy Social Studies Sociology or Psychology	None

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In answering the question "Do you think more specific vocational training would have benefited you?" most of the students understood vocational training to include training for any specific purpose, whether it was to go to college or directly to work. Over one-half of both the boys and girls felt that more specific vocational training would not have helped them. However, Table XVIII-A below shows that 30.49 per cent of the boys thought more vocational training would have benefited them. The training most desired by these boys was in the field of industrial arts, with business next.

TABLE XVIII-A-- VOCATIONAL TRAINING
STUDENTS THOUGHT WOULD HAVE BENEFITED THEM

					·
	No. Times	Per		No. Times	Per
Subject	Reported	Cent	Sub ject	Reported	Cent
Yes	50	30.49	No	85	51.83
Industrial Arts:	22	13.41	No Answer	29	17.68
Automotive Mech.	3 2		Business	19	11.59
Carpenter			Accounting	1	1
Diesel Mech.	1		Bookkeeping	1	
Electricity	2		Business Law	1	
Engineering	1		Bus. Machines	1	
Gas. Eng. Mech.	1		Bus. for Self	1	
Machinist	3		Bus. Procedures	1	
Manual Training	1		Bus. Training	1	
Mechanics	3		Management	5	
Mech'l Drawing	3 2 8		Salesmanship	5 2	
Shop	2		Typewriting	2	
Mathematics:	8	4.88	Job Information	6	3.66
Mathematics	8		Voc. Guidance	6	
Sciences:	5	3.05	Languages:	2	1.22
Adv. Science	1		Foreign Lang.	1	
Biology	1		Speech	1	
Chemistry	1		Commercial Art	1	.61
Physics	1				
Sciences	1				

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One-fourth of the girls showed a desire for more specific vocational training. The type of training that the girls thought would have benefited them most was in the business field with shorthand accounting for more than half the replies. Bookkeeping machines, merchandising, salesmanship, and statistical typewriting were among the subjects not offered in the business field that were mentioned. Home Economics, Arts, and Sciences were also mentioned five or six times. (See Table XVIII-B below.)

TABLE XVIII-B-- VOCATIONAL TRAINING
STUDENTS THOUGHT WOULD HAVE BENEFITED THEM

Subject	No. Times Reported	Per Cent
Business: Bookkeeping Machines Bookkeeping Machines Business Machines Business Mathematics Business Subjects Comptometry Merchandising Salesmanship Shorthand Statistical Typing Typewriting	24 1 1 2 1 1 1 13 1	10.91
Home Economics: Child Training Home Affairs Home Economics Nutrition Instruction Sewing	5 1 1 1 1	2.27
Sciences: Anatomy or Physiology Chemistry Chemistry Research Physics Sciences	6 1 2 1 1	2.73

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TABLE XVIII-B-- VOCATIONAL TRAINING
STUDENTS THOUGHT WOULD HAVE BENEFITED THEM
(Continued)

	No. Times	
Subject	Reported	Per Cent
Arts:	5 2	2.27
Art Appreciation	2	
Art Course in Balance		
and Color	1	
Commercial Art	1	
Freehand Drawing	1	
Languages:	3	1.36
English Grammar	3 2 1	2.50
Journalism	1	
Journalism	_	
Mathematics	1	1,5
THE WIGHT CICS	_	•45
W 13	2.1.	( )(
Miscellaneous:	14	6.36
Anything for Marriage	1	
Anything for Medical Major	1	
Automobile Driving	1	
Better planned 4-year High		
School coursenot		
generalized	1	
Job Information (Vocational		
scopes)	3	
More work Dealing with	,	
Public	1	
More Work with Hands	i	
Less Theory More Practice	1	
Straight Commercial Course	4	

Table XIX-A shows a consistent course of studies was followed at the Major Howard W. Beal Memorial High School for the ten-year period covered by the study. The course of studies remained more or less the old-type curricula in which the college course predominated and in which specific vocational training offered in shorthand, typewriting, and bookkeeping. (See Table XIX-A, page 88.)

One of the chief objectives of the high school is to prepare the

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students for work. Therefore, the preparation of these students must be changed frequently to meet the changing conditions of the community.

Courses for students entering college should be retained, but courses should be added or revised to fit the abilities and the present and future needs of students who will soon be housewives or working on the farm, in industry, at trades, and in business.

TABLE XIX-A -- SUBJECTS TAKEN BY GRADUATES WHILE IN HIGH SCHOOL

			-								
Subject	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
English	28	30	35	25	41	30	26	41	37	35	328
French	23	22	25	20	35	23	19	31	28	25	251
Latin	17	14	16	11	18	12	12	17	13	10	140
Spanish		2	1		6	8	9	17	8	8	59
Algebra	18	16	14	11	21	19	22	31	30	22	204
Com. Arith.	6	16	18	10	16	8	5	9	9	18	115
Geometry	11	10	9	5	16	10	9	22	18	8	118
Mathematics	19	16	20	15	21	11	12	26	15	26	181
S.Geom.& Trig.	5	3	5		11	4	6	11	8	3	56
Biology	11	21	24	16	30	21	21	32	29	13	218
Chemistry	16	13	16	13	22	14	9	24	20	14	161
Gen. Science	10	14	20	18	25	14	10	17	16	20	164
Physics	8	6	7	3	15	5	7	13	15	8	87
Geography	21	20	28	19	26	20	18	25	23	22	222
Anc. History	18	24	23	17	24	19	15	29	28	22	219
Mod. History	16	23	20	14	20	16	15	18	18	21	181
Prob. of Dem.	11	13	15	8	18	7	12	12	9	16	121
U. S. History	20	27	27	23	31	29	21	37	36	32	283
World History	7	8	10	6	13	14	1	7	8	19	93
Bookkeeping	18	17 8	20 16	13	13	8	12	14	13	18	146
Jr. Bus. Tr. Office Machines	7	11		11 8	17	13	12	18	19	22 12	143 108
Shorthand I	14	14	17 16	10	13 19	12	9	9		8	
Shorthand II	11	12	8	6	12	7	13 8	8	9	6	129 87
Typewriting I	23	22	28	25	37	25	25	32	9 28	28	273
Typewriting II	12	14	20	14	18	12	13	17	14	18	152
Typewriting III	11	12	18	8	15	9	9	8	11	9	110
Debating	-	4	4	2	5	1	2	7	9	2	36
Dramatics	5	10	14	8	9	11	8	12	16	10	103
Free. Drawing	9	6	9	8	8	12	9	18	15	13	107
Mech'l Drawing	5	7	9	4	10	2	9	12	ii	6	75
Home Economics	ıí	12	15	15	12	11	ıí	21	111	12	131
Music	15	14	19	13	16	13	10	22	15	18	155
Shop		4	7	7	10	10	5	7	10	8	68

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Table XIX-B below is significant in that it shows dropouts were not represented among the students who were taking the vocational or business courses. These students were enrolled in the college preparatory course or in the general course. Neither of these two divisions provided any adequate training for pupils who left to go to work in the outside world.

TABLE XIX-B--SUBJECTS TAKEN BY DROPOUTS WHILE IN HIGH SCHOOL

Sub ject	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
English French Latin Spanish			3 2 3	8 7 4 2	6 3 1 2	8 5 4 3	9 7 3 3	10 5 3 3	6 1 3		50 30 21 13
Algebra Com. Arith. Geometry Mathematics S.Geom. & Trig.			3 2 1 1	6 4 4 5 2	2 2 1 3 1	7 3 3 5 2	8 2 4 4 1	93461	4 2 1 3		39 16 19 27 8
Biology Chemistry Gen. Science Physics			1 1 2	6 2 3 3	1 2	4 2 5 4	7 6 7 2	7 4 6 2	3 2 3		30 19 25 16
Geography Anc. History Mod. History Prob. of Dem. U. S. History World History	Reply	No Reply	2 3 2 1 1 1	4 3 5 1 5 2	1 2 1 2 2	4 6 5 3 6 1	864354	4 7 7 1 7	3 3	Reply	26 30 24 9 28 14
Bookkeeping Jr. Bus. Tr. Office Machines Shorthand I Shorthand II Typewriting I	No	No	1	3 4 1 2 1 5	2 2 1 1 1 3	3 3	2 1 7	2	2	No	10 13 2 4 2 28
Typewriting II Typewriting III Debating				1	1 1 1	2		1			1 3
Dramatics Freehand Drawing Mech'l Drawing Home Economics Music Shop			1	1 4 3 3 3 4	2 4 1	1 3 3 2 5	5 2 4 5 3	1 2 5 1 4 6	3 1 3 4		3 17 15 13 19 23

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It is surprising to note that English was considered the most valuable subject taken by the graduates. The next most valuable subject was the specific vocational subject of typewriting, and mathematics was listed third. This choice was probably influenced by the emphasis placed on mathematics during the war years. (See Table XX-A below.)

TABLE XX-A--SUBJECTS CONSIDERED THE MOST VALUABLE BY GRADUATES

Subject	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
English Typewriting I Mathematics Typewriting II Typewriting III U. S. History Com. Arith.	27 13 15 8 8 12 6	24 14 10 9 7 7	25 16 15 13 15 5	23 19 13 12 8 9	33 23 19 11 13 8	26 17 5 8 7 5	21 18 6 8 8 6	32 22 19 9 6 11 6	32 22 9 12 8 15 7	22 18 14 14 8 9	265 182 125 104 88 87 77
Algebra Jr. Bus. Tr. Bookkeeping Office Machines Geography Shorthand I	6 2 10 7 9 8	4 3 8 4 5	5 11 9 11 6 5	1 7 8 8 8 5	12 9 6 8 10 9	984535	5 6 7 7 4 6	13 9 7 4 6 7	13 8 7 6 4 8	7 10 5 5 8 4	75 73 71 65 62 62
Biology Chemistry Shorthand II Physics Geometry Gen. Science Home Economics	5 5 8 5 2 3 2	36 33327	56 52 3 7 5	4 5 3 1 5 7	9 11 7 10 9 8 4	3353434	4 4 5 4 3 3	15 9 4 3 8 5 4	4 4 8 6 7 4	4 34 5244	56 56 52 44 42 41 40
Prob. of Dem. Dramatics Mod. History Latin S.Geom. & Trig. French Shop	7 1 9 4 2 3	3348888	4 3 2 3 1 1 5	3 3 4 3 4	5 3 2 2 6 4 4	1624353	1 3 3 1	4 7 2 7 6 3	3 5 7 2 5 3 2	4 332224	36 35 35 33 30 27 25
Anc. History Mech'l Drawing Music Debating World History Free. Drawing Spanish	2 1 1 2	1	4 1	4 3 2 1	2 3 1 2 2	1 1 4 1	2 4 1	4 1 4 4 4 3	5 2 2 6 1	1 2 5 5	23 21 18 15 15 7 4

The dropouts were consistent with the graduates in choosing English as their most valuable subject, as shown in Table XX-B below. They also found mathematics, algebra, and typewriting as their next most important subjects.

TABLE XX-B--SUBJECTS CONSIDERED THE MOST VALUABLE BY DROPOUTS

Subject	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
English Mathematics Algebra Typewriting I Geography Mod. History U. S. History			3 1 1 1 1	4 3 1 3	1 1 1	4443232	9344213	7444232	3122		34 17 16 16 9 9
Geometry Com. Arith. Mech'l Drawing Shop Gen. Science Physics World History				1 1 1 1 1	1	3 1 2 2 1 2 1	1 2 2 1 2	2 2 2 2 1 2 2	1 1 1 1 1		8 7 7 7 6 6
Anc. History Bookkeeping Chemistry Latin S.Geom. & Trig. Free. Drawing Home Economics Jr. Bus. Tr.	No Reply	No Reply	1	2 2	1	1 2 1 2 1 2 1	1 3 2 2 1	1	1	No Reply	55555444
Biology Prob. of Dem. Typewriting II Music Office Machines Spanish Dramatics Typewriting III				1	1 1 1	1 2 1 1	2	1			3 3 2 2 2 1 1
Debating French Shorthand I Shorthand II											0 00 0

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French was considered the least valuable subject taken in high school by the graduates, as shown in Table XXI-A below. Ancient History was next and Biology third. Although the graduates listed Biology as a subject they though was amongst the least valuable, it is interesting to note that this subject was mentioned several times as one not taken in high school and for which a need had been felt in Table XVII, page 84.

TABLE XXI-A--SUBJECTS CONSIDERED THE LEAST VALUABLE BY GRADUATES

Subject	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
French	10	9	12	13	20	6	9	16	12	12	119
Anc. History	7	10	11	8	7		4	11	7	12	84
Biology	3:		8	9	8	7 8	4		8	2	64
Latin	6	9	7	4		5	8	5	3	3	59
Gen. Science	14	8	4	8	9	5	1	6	4	8	52
Chemistry	5	4	1	7	7	3	2	7	4	6	46
U. S. History	í	5	4		8	3	2		6	5	45
Algebra	4	5 5 2	1	5	5	2	3	5 8 6	5	5	43
Geography	4	2	5	3	7	6	1		6	5 3 4	43
Music	2	6		5 5 3 5	8	2	1	8	1		43
Mod. History	1	4	3		4	2	5	8	2	7	42
Free. Drawing	2	1	3	5	3	4		5 4	4	2	29
Shorthand I	2	4	2		2	3	3			2	26
Bookkeeping	2	4	3	2	2		1	3 7	1	6	25
Spanish			1		1	2	7		3	4	25
Geometry	3	1		4	2	2	3	5		3	24
Prob. of Dem.	1	3 2	3	2	3	1	1		1	7	23
World History			2	3 2	3	2		3	4	4	23
Typewriting I	2	1		2	4	3	2		2	1	18
Jr. Bus. Tr.	1	1	2	1	2		1	1	3	4	17
Home Economics	1	2		1	1	1	I	7	1	1	16
Mech'l Drawing	2	1	1		3 2		3	4	2		16
Office Machines	2	3	3		4	1			2	3	16
Shop	_		1	2		2	2	3 2	2	,	16
Shorthand II	1	3	2	3	1		1	1	2	1	15
Dramatics Com. Arith.		1	2	3		3	7	1	1	1	13
Physics		7	2	1	2	2		3	i	2	9
Mathematics				-	-	2		2		3	5
Typewriting II	1	ı		1		1				1	9 9 5 5
Debating 11		-4-		1	2			1		-	4
S. Geom. & Trig.					ı		1	2			4
English			1							2	3
Typewriting III						1					ĭ
THE STATE STATE			$\rightarrow$								

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The dropouts again followed the graduates in selecting French as their least valuable subject. Ancient History came second, and then Latin and algebra. (See Table XXI-B below.)

TABLE XXI-B--SUBJECTS CONSIDERED LEAST VALUABLE BY DROPOUTS

Subject	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
French Algebra Anc. History Biology Latin Shop Chemistry Free. Drawing Gen. Science Geography Mod. History Music Spanish U. S. History Mech'l Drawing Jr. Bus. Training Geometry Mathematics Physics Shorthand I Solid Geom.  Bookkeeping Com. Arith. Office Machines Prob. of Dem. Shorthand II Typewriting I World History Debating Dramatics English Typewriting III	الماران	No Reply	1 1 1	32 421 2 21 1 1	1 2 1	1 1 1 1	5232 1 22342121 1 111	333233 22211212 22	1 2 2 1 1 1	No Reply	12 10 10 7 66655555 4 3 8 2 2 2 2 1 1 1 1 1 1 0 0 0 0 0

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Table XXII-A below shows that English was the subject most liked by the graduates. Typewriting was second most-liked subject.

TABLE XXII-A--SUBJECTS MOST LIKED BY CRADUATES

Sub ject	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
English Typewriting I U. S. History Typewriting II Geography Mathematics French Biology	11 6 5 5 5 10 4 4	13 12 6· 9 7 6 5 4	12 14 8 10 6 8 6 5	11 12 8 9 9 8 8 7	17 13 11 6 8 12 3	14 15 7 9 6 2 9	12 10 6 6 2 5 5	17 12 11 6 14 9 10	19 14 17 8 9 4 7	8 10 11 8 8 7 6	134 118 90 76 74 7 1 63 63
Typewriting III Office Machines Bookkeeping Algebra Shorthand I Gen. Science	5 4 6 6 5 5	5 6 6 3 7 3	11 8 9 6 6 7	5 7 5 4 5 7	7 8 6 6 5 7	8 4 5 7 5 4	5 5 5 6 4 8 2	2 6 4 7 4 3	6 4 6 8 6 7	4 5 4 5 4 6	58 57 57 56 55 51
Home Economics Dramatics Mod. History Chemistry Music	1 2 5 1 5	6 4 6 6 3	4 7 5 6 3	7 4 7 4 5	5 4 3 8 2	6 6 3 2 2	3 5 2 3 2	5 3 4 6 5	4 5 7 5 6	5 5 2 3 8	46 45 44 44 41
Shorthand II Anc. History Com. Arith. Jr. Bus. Tr. Prob. of Dem. Free. Draw. Physics	3 5 3 1 5 4 3	772523	5 2 6 8 1 1 2	3 3 6 3 1 2 2	4 2 7 5 1 3 7	5 2 1 6 5 6 1	5 2 4 3	1 3 1 2 4 6 3	5 9 1 2 5 5	3 3 2 4 7 4 1	38 38 37 36 34 33 31
S.Geom. & Trig. Spanish World History Shop	3	1 2 3	2 2 3	4	14 14 14	3 6 4 3	1 4 1	7 8 1 2	3 5 2 3	6	26 24 23 23
Debating Mech'l Drawing	2	2	1 2	2	4 1		2	3	3 5	1 2	16 16
Latin	2			1		1	1	3		1	9

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English and Biology were the subjects most liked by dropouts. (See Table XXII-B below.) Ancient history, algebra, modern history and U. S. history followed. Typewriting was high in the list of most-liked subjects considering the fact that there were so few dropouts enrolled in the businesses courses.

TABLE XXII-B--SUBJECTS MOST LIKED BY DROPOUTS

Subjects	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
Biology English Anc. History Algebra Mod. History Typewriting I U. S. History Shop			3 2 2 1	4 2 2 1 1 3	1 1 1	2 1 2 1 3 3 1	3 2 2 2 3 2 1	3 4 3 2 4 3 6 2	2 1 3 1		14 14 12 11 11 11
Geometry Mathematics World History Chemistry Gen. Science Geography Mech'l Drawing Physics French Spanish Free. Drawing Jr. Bus. Tr. Home Economics Latin Music  Com. Arith. Prob. of Dem. S. Geom. & Trig. Typewriting II Bookkeeping Office Machines Dramatics Typewriting III Debating Shorthand I Shorthand II	No Reply	No Reply	1	1 2 1 3 2 1 2 3 1 1 1 1 1	1 1 1 1 1 1	2 2 1 1 2 2 3 1 1 1 1	1 2 5 1 1 2 3 1 1 1 1	2 2 3 1 2 1 3 2 1 1 1 1 1 1 1	1 1 1 1 2 1	No Reply	98877777 6655444 33332211000

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Table XXIII-A is a summary of the four previous tables dealing with the graduates for purposes of comparison between the subjects taken and those considered the most valuable, least valuable, and most liked. It is interesting to note that English was the most liked and considered the most valuable. There was a tendency to like those subjects for which a need or purpose was found or those that the student could do well and easily. Table XXIII-A is below.

TABLE XXIII-A--SUMMARY OF GRADUATES' ATTITUDES TOWARD PROGRAM OF STUDIES

	Tak	en	Most Va	luable	Teast V	Valuable	Mogt	Liked
Subject		Girls	Boys	Girls		Girls		Girls
Algebra	95	109	53	22	8	35	34	22
Ancient History	92	127	14	9	34	50	19	19
Biology	81	137	16	40	27	37	21	42
Bookkeeping	39	107	16	55	8	17	15	42
Chemistry	96	65	34	22	27	19	32	
Com. Arith.	44	71	33	44		6	21	12
Debating	19	17	10		3 2	2	9	7
Dramatics		68	8	5 27	6	7	11	34
	35			168	3	0		
English	129	199	97 4		3 9	20	37 10	97
Free. Drawing	35	72		3		68		23 48
French	96	155	12	15	51		15	
Gen. Science	69	95	24	17	16	36	29	22
Geography	92 70	130 48	39	23	12	31 17 16	38 28	36 8 46
Geometry Home Economics	10	129	30	30	7 0	16	0	16
Jr. Bus. Tr.	40	103	39 36 1 15 5 51 20	39 48	5	12	0	27
Latin	54	86	5	28	5 31 1	28	9	27 8 26
Mathematics	88	93	51	54	1	4	45	26
Mechanical Drawing	54 88 68	93 7	20	i	12	4	16	0
Modern History	90	91	25 2	28 54 1 10 63 3 12	19	23	45 16 28	16
Office Machines	-9	99	, 2	63	4	12	4	53
Physics	74	13	41 24	1 3	14 14 14	0	29	12
Prob. of Dem. Shop	61	21	25	0	114	3	22	19
Shorthand I	13	91 99 13 57 7 116	25	59	7	0 9 2 19	29 15 22 6	53 19 19 49
Shorthand II	8	79	2	59 50	6	9	3	35
S. Geom. & Trig.	45 22	79	27	3	11	9 14	3 20 6	35 6 18
Spanish	22	37 183	27 27 3 46	2	111	14	6	18
Typewriting I	90 23	183	46	3 2 136 89	15	3	27	91 64
Typewriting II	14	129	15	89	1 1	0		51
Typewriting III		96		77		•	7	51
U. S. History	115	168	41	46	15	30	43	47
World History	40	53	7	8	9	14	10	13

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Table XXIII-B consists of a summary of the previous four tables dealing with dropouts. In this study, English rated high as the most valuable subject among both the boy and girl dropouts. Algebra and biology were the best liked subjects by the boy dropouts. Of course, most of the dropouts were enrolled in the college course and would consequently have had these subjects. With the exception of first-year typewriting, the subjects taken indicated that the vocational training courses, consisting of typewriting, bookkeeping, and shorthand, were not well represented among the dropout group of students. This, no doubt, was due to the fact these vocational courses do not begin until the eleventh grade. Most of the dropouts left during or at the end of the tenth grade or before specialized training is begun.

Those students who study for a business career must follow a fairly rigid course consisting of specific training in the basic skills of shorthand, typewriting, bookkeeping, and office machines. It seems this group has a fairly well-defined goal in view. They are motivated by the strong realization that further training may not be available and by the knowledge that those students who had had some vocational training had a quick and ready entrance into the business world. It must be remembered also that the students taking the business course are restricted to those in the higher grade levels. This would automatically eliminate those students who might be failing through inability and lack of intelligence or interest. For these reasons, the business students have, for the most part, completed their high school education. (Table IXIII-B is on page 98.)

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TABLE XXIII-B--SUMMARY OF DROPOUTS' ATTITUDE
TOWARD THE PROGRAM OF STUDIES

Subject	Subjects Taken Boys Girls		Most Valuable Boys Girls		Least Valuable Boys Girls		Sub	Liked jects Girls
Algebra Anc. History Biology Bookkeeping Chemistry	25 22 20 6 15	14 8 10 4	15 3 1 3 4	1 2 2 2	1 8 7 1 3	9 3 3 0 3	10 8 10 0 4	1 4 4 2 3
Com. Arith. Debating Dramatics English Free. Drawing French Gen. Science Geography Geometry Home Economics Jr. Bus. Tr. Latin	9 1 2 32 9 17 14 17 14 0 7	7 18 8 13 11 9 5 13 6 8	3 0 0 21 2 0 4 6 7 0 3 4	4 0 0 13 2 0 2 3 1 4 1	0 0 0 0 4 6 3 3 0 0 1 5	1 0 0 0 2 6 3 2 2 2 5	201942448031	100514321423
Mathematics Mech'l Draw. Modern History Music Office Machines	17 9 16 9 0	10 8 8 10 2	13 2 7 0	4 2 2 2 2	1 4 2 5 1	1 2 3 0 0	7 4 8 2 0	1 1 3 2 2
Physics Prob. of Dem. Shop Shorthand I Shorthand II S. Geom. & Trig.	14 7 23 1 0 7	2 2 0 3 2	6 3 7 0 0 5	0 0 0 0 0 0	1 7 0 0	1 0 0 2 1	6 3 10 0 0	0 0 0 0
Spanish Typewriting I Typewriting II Typewriting III	5 15 2 0	8 13 2 1	1 8 1 0	1 8 2 1	3 1 0	2 0 0 0	3 6 0 0	3 5 2 1
U. S. History World History	18 10	10	5 5	4 1	3 0	2	7 7	4

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Table XXIV-A on page 100 shows pupil participation in outside school activities. Thirty-four activities were listed. Two hundred and thirty or 59.90 per cent of the pupils participated in these activities. The National Honor Society, as might be expected, leads the list with 81 or 30.11 per cent of the pupils replying to the question. Perhaps it is worth-while to note that although a large variety of extra curricular activities were open to student participation, approximately 115 or 29.95 per cent of the total students returning the questionnaire did not answer the question at all. In many of these cases it is fairly reasonable to conclude they participated in very few, if any, activities. Thirty-six or 13.38 per cent of those replying said they had not taken part in any activity. Three of the graduates who had been graduated from school for seven years stated they couldn't remember the activities, if any, they took part in. The wide variety of interests represented in these activities showed the school was trying to develop well-rounded citizens.

There is no doubt that students felt their extra-curricular activities were worth-while when 95.98 per cent of the 199 graduates replying to the question stated that they did not feel any of these activities were a waste of time. Only 14 dropouts answered the question and these 14 unanimously stated they did not consider time and effort spent on extra-curricular activities a waste of time. One hundred and thirty-three graduates did not answer the question at all. Only four boys and four girls considered such activities a waste of time. In this category, hockey was mentioned three times and the camera club once by

S	Per Cent	13. 13. 13. 13. 13. 13. 13. 13. 13. 13.	3.37	14.50 10.55 17.55 17.56	42. 37. 30.15 11.	. 9.7.7.09 .0.09.09.09.09.09.09.09.09.09.09.09.09.0	8.23 13.38 23.38 22.23	6.92 12.63 12.22 12.27	13.38
STUDENTS	Total	1% V 1 0	10218	₩ ₩ ₩ ₩	ผนเกรีย	Lo ひせり	000 P	33 B	36
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TABLE XXIV-AEXTRA-CUR	Activities	Archery Athletics Bend Baseball Basketball	Camera Club Cheerleader Crew D. A. R. Representative Debating	Dramatics Football Forensic League Hi-Y Hockey	Literary Activity Model Airplane Construction Music and Glee Club National Honor Society Nurses Aid	N. Y. A. Officer of Class Oratory & Public Speaking Orchestra Organizations & Committees	Photography School Paper Science Club Senior Play Shomty Club	Soft Ball Student Council Traffic Squad Yearbook	No Activities Don't Know No Answer

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the girls. The four boys felt football, basketball, the science club, and the glee club were a waste of time. (See Table XXIV-B, below.)

TABLE XXIV-B-- REACTION TOWARD VALUE
OF EXTRA-CURRICULAR ACTIVITIES

		GRA	DUAT	DROPOUTS				
Response	Воув	Girls	Totals	Per Cent	Воув	Girls	Totals	Per Cent
Yes	4	4	8	2.41	0	0	0	
No	73	118	191	57.53	8	6	14	26.92
No Answer	43	80	133	40.06	26	12	38	73.08

A few students considered extra-curricular activities "very important;" another said he "wished he had participated more;" and still others said "extra-curricular activities were not a waste of time; but neither were they beneficial in any way and had absolutely no bearing on learning."

In the next question under Educational Information, the students were given every opportunity to make suggestions or criticism about the courses of study. They were asked to answer this question in the light of their own difficulties and job experiences and requirements since leaving the high school. The reactions of the students to this question have been divided into three parts-suggestions on the courses already being taught; suggestions from the dropouts; and suggestions for new courses to be added. Nineteen people had no suggestions to make and evidently felt that the courses of study were adequate for their needs and requirements. One hundred and sixty-six graduates did not answer

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the question at all.

The two outstanding suggestions for the courses already taught were concerned with the English and Business courses. It was felt that more time and emphasis should be spent on the fundamentals of English: spelling, punctuation, grammar, and vocabulary building. Students seem to realize after they leave school that the ability to express themselves well is a definite advantage. This was shown by the suggestion that public speaking and debating be required for everyone.

In the business courses, students felt that typewriting was helpful to all students and should be required.

For the sciences courses, students believed the physics and chemistry classes should be improved and such sciences stressed more in the college preparatory group. The boys were of the opinion that more time should be spent on mathematics and that it should be required. Table XXV-A, below, gives many other worth-while suggestions made by the graduates.

TABLE XXV-A -- RECOMMENDATIONS FOR COURSES ALREADY BEING OFFERED

Suggestions	No. of Times Mentioned
English Courses:	
Emphasize grammar, spelling, and punctuation in English  More emphasis on grammar and composition in College English  Offer public speaking or debating for everyone Improve the English Course Emphasize grammar in English classes  More emphasis on vocabulary building and self- expression  Spend more time on fundamentals in English	10 5 7 3 2 2 2

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TABLE XXV-A--RECOMMENDATIONS FOR COURSES ALREADY BEING OFFERED (Continued)

(Continued)	
English Courses:	No. Times Mentioned
More Spelling	2
More emphasis on writing	1
More Thesis work and reference work	1
Greater emphasis on fundamentals of proper speech	
and expression	1
Emphasis on teaching how to read	1
Less grammar and vocabulary	1
More vocabulary building	1
Foreign Languages:	
Direct method in languages comparative Latin,	
conversational French	14
More emphasis upon a foreign language	4
One foreign language should be obligatory	2
Abolish Latin	2
Only 1 year of Latinnot two	1
Offer greater variety in languages	1
More Latinnot less	1
Offer 4 years of Latin	1
Mathematics:	
Spend more time on Math., algebra, and geometry	8
l year of algebra compulsory for all students	2
Require mathematics for 4 yearsnot 2	1
Math. up to trig. required of all boys	1
Less arithmetic and algebra	1
Sciences:	
Improve physics and chemistry fuller, more complete	6
Stress sciences more	3
Improve physics and chemistry for college use	2
More stress and work in physics	2
Require chemistry for college preparatory group	2
More general science and physics for nurses	1
Modern lab. and better and more equipment	1
Social Studies:	
	1
Spend less time in history on details Eliminate course in history for law course	1
Spend less time in history on details	1 1 1

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TABLE XXV-A--RECOMMENDATIONS FOR COURSES ALREADY BEING OFFERED

TABLE XXV-ARECOMMENDATIONS FOR COURSES ALREADY BEING	OFFERED
(Continued)	No. Times
	Mentioned
Business Courses:	
Typewriting compulsory for all students	15
Offer shorthand for college students	4
	4
A two-year course in office practicenot one	
More cultural courses offered for business students	2
More time on office machines	2 2 2
Offer another year of Shorthand3 in all	2
Offer a complete course on the comptometer	
More courses in business training	1
Bookkeeping open to college students	1
Another shorthand system other than functional	1
Require shorthand and typewriting of all courses	1
Include business telephone techniques	1
Devote more time to office routine	1
More work on typing figures	ī
Less time in office machines	ī
More emphasis on transcription	i
	_
Bookkeeping only 2 or 3 times a week and the rest of	,
time on transcription	1
More time on junior business training	1
More businessless history, French, algebra	1
Industrial Arts:	
Better and longer course in Mechanical Drawing	5
Home Economics:	
More adequate home economics course	2
More home economics offered for nurses	1
Foods and clothing classes not cooking and sewing	ī
" Of the Carrier of the Carrier of the South	
Physical Training:	
Thioreat Training.	
Mara marta mah as tannis skating	1
More sports such as tennis, skating	1
Emphasize development of good posture and poise	1
improve physical education classes and equipment	1
Improve physical education classes and equipment	1

Instead of assuming that the objectives of the teacher or the content of textbooks result in adequate preparation for the future, this question tested the results of the training given and directly asked the

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pupils to evaluate their education in the light of their requirements. Students were invited to be frankly and constructively critical. If students are to be encouraged to remain in school until they have completed high school, provisions should be made to meet their individual needs. If this is terminal education for at least half the students, an attempt should be made to focus attention upon those subjects that will help to equip them to become useful and worthy citizens of a democratic society. The school was especially interested in the suggestions of the dropouts. However, a very small number responded. Of those that returned the questionnaire, 82.35 per cent of the boys and two-thirds of the girls did not bother to reply to this question at all. Each student had widely different suggestions to make. The wide variety of answers received on this question can be seen in table XXV-B below.

TABLE XXV-B--RECOMMENDED CHANGES IN THE COURSE OF STUDY BY DROPOUTS

Suggestions	No. Times Mentioned
Improve physical education classes and equipment Add fundamentals of accounting for college preparatory group Typewriting compulsory for all students Individual faculty advisers Add simple law course Less emphasis on ancient history More emphasis on U. S. history Good basic economics course Psychology Less history and more good science and math. courses More emphasis on speaking languages Special reading classes for those having difficulties Less memorizingmore analyzing and comprehending of facts More time on each subject Typing offered for college students	1 1 1 1 1 1 1

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TABLE XXV-B--RECOMMENDED CHANGES IN THE COURSE OF STUDY BY DROPOUTS (Continued)

Suggestions	No. Times Mentioned
Hygiene for everyone	1
Vocational and occupational guidance	1
Four-year Latin course instead of two	1
More emphasis on cooking and sewing	1
Offer class in child care	1
Offer class in home management	1
Offer shorthand	1
Offer course in commercial art	1
More guidance interviews	1

Table XXV-C below shows the courses the graduates would like to see added to the curriculum. One-half of the graduates did not answer the question at all. Sociology or psychology was mentioned six times and German and a course in music appreciation were mentioned five times.

Courses in vocational information and vocational and occupational guidance courses were next. Household management (budgeting and meal planning), a general law course, and personality development were also mentioned several times.

TABLE XXV-C--NEW COURSES SUGGESTED BY CRADUATES

New Courses Suggested	No. Times Mentioned
English:	
Elective course in creative writing Journalism (school paper)	1
Foreign Languages:	
Add Germannecessary for chemists and physicists Offer a course in Russian Offer 4th year of Latin	5 1 1

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TABLE XXV-C--NEW COURSES SUGGESTED BY GRADUATES (Continued)

TABLE XXV-CNEW COURSES SUGGESTED BY GRADUATES (Continu	
	No. Times
New Courses Suggested	Mentioned
Sciences:	
A 4 70	7
Anatomy or Physiology	1
O-dal Ohuddana	
Social Studies:	
Contains an armshalama	6
Sociology or psychology	6
Marriage course	2 1
Substitute sociology or psychology for Latin for nurses	i
Economicsrequired of everyone	1
Paginage	
Business:	
General Law course	4
Business management course	
Salesmanship course	2
Introduction to business	1
Introduction to business machines	2 1 1 1
Secretarial office behavior	1
Key punch	1
Merchandising course	i
Marchandraing compe	_
Industrial Arts:	
Indubital arob.	
Auto mechanics	1
Mechanical and design engineering course	ī
Practical course in mechanics	ī
	_
Home Economics:	
Household Management, budgeting, meal planning	3
Course in furniture and materials	3 1 1
Child psychology	1
P-V state CV	
Miscellaneous:	
More varied art courses	1
Course in Music appreciation	5
Vocational and occupational guidance courses	4
Personality development	5 4 3 3 1
Vocational information	3
Course in art appreciation	1
Agricultural course	1
Course in racial tolerance and understanding	1
Highway safety and motor vehicle law	1
Provide lectures on how to study	1
Personal hygiene courses	1

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TABLE XXV-C--NEW COURSES SUGGESTED BY GRADUATES (Continued)

New Courses Suggested	No. Times Mentioned
General Remarks:	
Quiet study halls	-
More guidance	5 4
Give vocational guidance tests in sophomore year	4 2
General course uselessneither thorough nor practical	3 2
Allow students to choose variety of subjectsno definite	_
prescribed courses to follow	2
Discontinue general coursestigma attached	2
Less homework	2
No study pupils assigned to rooms where classes were	_
held	2
Offer instructions on study of religions not necessarily	
a classbut lectures	2
Personal interview for guidance purposes	ī
Technical students take more liberal arts courses	1
Use more visual aids	ı
More emphasis on actual practice in note taking	1
Better integration between courses	1
No changes in studies but change in faculty	1
Good instructors	1
More time and support given to band and orchestra	1
Take a college course while in high schoolno matter	
what	1
No mixing of coursesshould be prescribed	1
If not definitely decided upon business career, take	
the college course	1
Penmanship required	1
Have people from different professions speak	1
Less time spent discussing homeworkmore time on subject	
matter with notes given by the teacher	1
More vocational subjectspractical, not background	1
Less objective and more essay type of tests	1
Atmosphere less formalmore friendly	1

The results of the question asking what high school subjects helped most in securing a position (shown in Table XXVI-A on page 109) were what would be expected from the graduates. The vocational subjects of shorthand, typewriting, and bookkeeping were rated as being of specific help

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in securing positions. English was naturally listed in an important position. This was followed by mathematics. The table shows that the vocational training which was offered was very helpful in securing positions after leaving high school. There was, of course, training of this type given only in the specific fields of shorthand, typewriting, and bookkeeping. The shop training program was very inadequate and was taken by very few students. This accounted for its not being considered helpful in securing a position except by three pupils.

TABLE XXVI-A-- HIGH SCHOOL SUBJECTS

THAT HELPED MOST IN SECURING A POSITION

(Answered by Graduates Not Attending College)

Subject	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
Typewriting	6	10	7	10	11	8	וו	12	10	11	89
Shorthand	6	5	3	4	8	2	4	6	5	4	46
English	2	2	4	7	6	6	5	3	3	5	32
Bookkeeping	4	2	3	5	2	3	3	1	4	2	29
Mathematics	1	3	4	3	3	3	2	0	3	6	28
Office Machines	1	1	3	5	1	1	5	2	4	2	25
None	0	4	0	0	2	1	0	2	1	0	10
Business Subjects		1	0	1	3	0	0	0	1	1	9
No single subject	0	0	2	2		0	0	0	1	0	6
Filing	0	1	0	0	1	0	0	0	1	2	5
Geography	0	1	0	0	1	0	0	0	1	2	5 5
Jr.Bus.Training	0	0	2	1	0	1	0	0	0	1	
Shop Training	0	0	2	1	0	0	0	0	0	0	3
Algebra	0	1	0	0	0	0	0	0	0	1	2
Arithmetic	0	0	1	0	0	0	0	0	0	1	2
Biology	0	1	0	0	0	0	0	1	0	0	2
Geometry	0	0	0	0	0	1	0	0	0	1	2
Mech'l Drawing	0	0	0	2	0	0	0	0	0	0	2
Physics	0	0	0	0	0	1	0	0	0	1	2
Business Methods	0	0	0	0	0	0	0	1	0	0	1
Chemistry	0	1	0	0	0	0	0	0	0	0	1
Diploma	0	0	1	0	0	0	0	0	0	0	1
Office Procedure	0	0	0	0	1	0	0	0	0	0	1
Home Economics	0	0	0	0	0	0	1	0	0	0	1

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The high school subjects that helped dropouts who had not attended college most were the following: English was understandably first; typewriting came second with mathematics, bookkeeping, junior business training, and shop following in order of importance. (See Table XXVI-B below.)

TABLE XXVI-B-- HIGH SCHOOL SUBJECTS

THAT HELPED MOST IN SECURING A POSITION

(Answered by Dropouts Not Attending College)

Subject	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
English Typewriting Mathematics None Bookkeeping Jr.Bus.Training Shop Comptometer Com. Arithmetic Arithmetic History Spelling	No Reply	No Reply	000000000000000000000000000000000000000	1 1 3 2 1 1 0 0 0 0 0 0	1 2 1 0 2 1 1 1 0 0 0	2 1 1 1 1 0 0 1 0 1	1 1 0 1 0 0 0 0 0 0 0 0 0 0	2 2 1 1 0 0 0 0 1 0 1 0	10010000000	No Reply	876643322111

The next question asked the students if their high school education had helped in securing promotions on the job. The question was again directed to those not attending colleges. There was a discrepancy in the returns in that some of the students attending academies or taking short courses at business or vocational schools considered themselves in the group attending colleges and accordingly did not answer the question. However, of the number that replies to the question, 76.19 per cent answered that it had helped in securing promotions on the job. Thirty-five or 23.81 per cent replied that it had not helped them. Table XXVII-A, dealing with graduates, is on page 111.

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TABLE XXVII-A-- EXTENT TO WHICH HIGH SCHOOL EDUCATION
HELPED IN SECURING PROMOTIONS ON THE JOB
(Answered by Graduates Not Attending College)

Response	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Per Cent
Yes	7	11	18	13	13	6	10	11	9	14	112	76.19
No	4	5	1	5	4	5	1	3	4	3	35	23.81

According to Table XXVII-B below, 26.88 per cent of the graduates not attending college said additional schooling was necessary to secure promotions on the job; 72.04 per cent replied that it was not necessary; and 1.08 per cent replied that it was helpful.

TABLE XXVII-B-EXTENT TO WHICH
ADDITIONAL SCHOOLING WAS NECESSARY FOR PROMOTIONS
(Answered by Graduates Not Attending College)

Response	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Per Cent
Yes	3	2	0	2	2	3	1	4	3	5	25	26.88
No	6	6	9	11	6	6	6	9	6	2	67	72.04
Helpful	1	0	0	0	0	0	0	0	0	0	1	1.08

Table XXVII-C on page 112 contains the replies of dropouts on whether or not their high school education helped in securing promotions on the job. This question was directed to those students not attending college.

Over one-third replied that their high school education had helped in securing promotions on the job and less than two-thirds said that it had not helped them. The number of dropouts who returned questionnaires was

so limited that in most instances the conclusions drawn from such studies would be insignificant. However, it would seem to indicate that the dropouts had little actual training that proved valuable to them in their work in the outside world. Of course, most of the dropouts occurred before the tenth grade and before vocational training was introduced.

TABLE XXVII-C-- EXTENT TO WHICH HIGH SCHOOL EDUCATION
HELPED IN SECURING PROMOTIONS ON THE JOB
(Answered by Dropouts Not Attending College)

Response	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Per Cent
Yes	eply	Reply	0	2	2	2	2	2	0	Reply	10	38.46
No	No R	No R	0	3	2	3	2	3	3	No R	16	61.54

Of the dropouts not attending college, 40.91 per cent felt that additional schooling was necessary to secure promotions on the job and 59.09 felt that it was not. (See Table XXVII-D below.)

TABLE XXVII-D-EXTENT TO WHICH
ADDITIONAL SCHOOLING WAS NECESSARY FOR PROMOTIONS
(Answered by Dropouts Not Attending College)

Response	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Per Cent
Yes	ply	ply	0	3	1	4	0	1	0	eply	9	40.91
No	No Rej	No Rep.	0	3	2	0	0	3	3	No Rep	13	59.09

## Work Information

The vertical classification of jobs was used in grouping positions of students. This classification of workers divides working people according to their position on the job scale rather than industry or craft. The classification is as follows:

- 1. Professionals: well-trained, highly skilled brain workers, such as doctors, lawyers, engineers, teachers, and so forth
- 2. Proprietors and managers: owners of farms, stores, factories, and other businesses. Managers are those who help the owners direct their businesses.
- 3. Clerks and kindred workers: the bookkeepers, stenographers, and other office workers.
- 4. Skilled workers and foremen: the topnotch hand workers, skilled and trained men.
- 5. Semi-skilled workers: factory machine tenders, the partly trained workers, the "operatives," and all those whose jobs lie somewhere between skilled work and common labor.
- 6. Unskilled workers: farm hands, the common laborers in factories and on building jobs, the household servants, and other workers whose jobs call for little skill or training.

The four tables following classify the graduates and dropouts into the above classifications by years and sex and the fifth one summarizes what all former students who graduated or left school between the years 1938 and 1947 were doing at the time they filled out the questionnaire.

THE DOTA OF SHIP AND A STREET STREET

of those employed in the business world, the majority by far fell into the clerks and kindred workers group. This was to be expected of the girls, but even the majority of the boys fell in this group. It should be remembered, however, that even though the boys evidenced an interest in business as a vocation, few had registered in the business course while attending high school. Table XVIII-A below shows that 2.31 per cent of the boy graduates were unemployed, that 36.09 per cent were still in school, and that 6.92 per cent were in the Armed Forces. In the groups that might be called manual labor, the greater number of graduates were found in the unskilled class where 9.23 per cent of the boy graduates fell. It is rather interesting to note that there were as many boy graduates in the professional and proprietors and managers groups as there were in the unskilled group.

TABLE XXVIII-A -- PRESENT POSITIONS OF BOY GRADUATES

	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Per Cent
Professional	3	3	1	1	2	0	0	0	2	0	12	9.02
Proprietors and Managers	3	2	14	0	2	0	0	0	1	0	12	9.02
Clerks and so forth	0	1	6	3	1	3	2	0	1	3	20	15.04
Skilled and Foremen	1	3	2	3	2	0	0	0	0	0	11	8.27
Semi-skilled	0	2	1	0	1	0	1	0	1	0	6	4.51
Unskilled	0	0	0	1	1	1	0	2	2	5	12	9.02
Unemployed	0	0	0	0	1	1	0	0	1	0	3	2.25
In School	3	4	0	0	10	5	6	10	7	3	48	36.09
In Armed Forces	0	0	0	0	1	1	0	1	2	4	9	6.77

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When one studies Table XXVIII-B below on present positions of girl graduates, it is noted that over 3 1/3 times as many girls fell in the clerical group as all the other classifications together. Seventy-eight or 38.61 per cent of all the girl graduates who replied to the question-naire were engaged in office work of some kind. The next highest group was found in the professional classification where there were 6.44 per cent. Only one girl graduate said she was doing work of the semi-skilled type and two were unskilled workers. Almost one-third of the girl graduates were married and were devoting all of their time to their homes. A little over 16 per cent were attending school.

TABLE XXVIII-B -- PRESENT POSITIONS OF GIRL GRADUATES

	1938	1939	1940	1941	1942	1943	194	1945	1946	1947	Total	Per Cent
Professional	1	1	0	2	4	2	1	2	0	0	13	6.44
Proprietors and Managers	0	3	0	1	0	2	1	0	0	0	7	3.46
Clerks and so forth	6	3	7	5	9	5	9	10	11	13	78	38.61
Semi-skilled	0	0	0	0	0	1	0	0	0	0	1	•50
Unskilled	0	0	1	0	0	0	0	1	0	0	2	•99
Housewife	12	11	11	9	7	7	4	5	1	0	67	33.17
In School	0	0	2	0	1	2	2	10	8	9,	34	16.83

The present position of boy dropouts is shown in Table XXVIII-C on the following page. There were as many boys in the clerical group as there were in the semi-skilled group. The greatest per cent of these

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dropouts were attending school--29.41 per cent. The greatest number of workers, as might be expected, fell in the unskilled group where there were 20.59 per cent. There were three times as many boys found in the manual workers classification as were found in the white collar jobs.

TABLE XXVIII-C -- PRESENT POSITIONS OF BOY DROPOUTS

	1938	1939	1940	1941	1942	1943	194	1945	1946	1947	Total	Per Cent
Professional			0	1	0	0	0	0	0		1	2.94
Clerks and so forth	•		1	0	0	1	0	2	0		4	11.76
Skilled and Foremen			0	1	0	1	0	0	0		2	5.88
Semi-skilled	Reply	Reply	0	2	2	0	0	0	0	Reply	4	11.77
Unskilled	Re	Re	0	2	0	1	0	1	3	Re	7	20.59
Unemployed	No	No	0	0	0	0	0	2	0	No	2	5.88
In School			1	0	0	2	3	1	3		10	29.41
In Armed Forces			0	0	0	1	1	2	0		4	11.77

The majority of the girl dropouts were either married or working in offices. Three or 16.67 per cent were doing work that called for little skill or training, as shown in Table XXVIII-D below.

TABLE XXVIII-D--PRESENT POSITIONS OF GIRL DROPOUTS

	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Per Cent
Clerks and so forth			0	1	2	0	1	2	0	7	6	33.33
Unskilled	Reply	ply	0	0	0	1	1	0	1	Reply	3	16.67
In School		Rep	0	0	0	0	2	0	0		2	11.11
Housewife	No	N	1	2	2	1	1	0	0	No	7	38.89

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Table XXVIII-E below is a summary of all replies on this question.

The greatest number of students were in the clerical type of position.

This group was equal to all the other groups-exclusive of housewives and those in school. Next to this group were those who were attending school, followed by the housewives. The professional group claimed 26 or 6.72 per cent of all students who returned the questionnaire. The lowest percentage of those working was found in the semi-skilled group. The white-collar workers outnumbered the manual labor workers over three to one.

TABLE XXVIII-E--PRESENT POSITION OF ALL STUDENTS

	Boys	Girls	Total	Per Cent
Professional	13	13	26	6.72
Proprietors and Managers	12	7	19	4.91
Clerks and so forth	24	84	108	27.91
Skilled and Foremen	13	0	<b>1</b> 3	3.36
Semi-skilled	10	1	11	2.84
Unskilled	19	5	24	6.20
Unemployed	5	0	5	1.29
In School	58	36	94	24.29
In Armed Forces	13	0	13	3.36
Housewives		74	74	19.11

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The longest time spent on the present position of graduates was reported by one boy who spent ten years on his present position. Fifteen boys and 19 girls, making a total of 34 students, spent between one to one and one-half years on their present position. Eleven boys and 11 girls worked at their present positions for from two to two and one-half years. Table XXIX-A on the length of time graduates spent in present positions follows.

TABLE XXIX-A-- LENGTH OF TIME

GRADUATES SPENT ON PRESENT POSITIONS

	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Total
Length of Time	Boys	Boys	Boys Girls	Boys	Boys	Boys	Boys	Boys	Boys	Boys	Boys	Boys and Girls
Weeks 1 2 3	-		1	-	-	1	1	-	-	111	1 1 2 0 1	2 3 1
Months 1 2 3	1	1	1 2	1 1	111	1 1 1	1 1	1	1	1	3 2 5 2 5 5	5 7 10
4 5 6	-	1	1	1	1	1	-	1	1	1 2 4	3 0 2 1 3 6	3 3 9
7 8 9 10	1	1		-	1	1	11	1 2	1 1 1	1 2	5 4 0 3 0 1 2 6	9 3 1 8
Years 1 1-1 1-2			1	2	1	2	1	1		1	4 2 2 0 1 0	6 2 1

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TABLE XXIX-A-- LENGTH OF TIME

GRADUATES SPENT ON PRESENT POSITIONS (Continued)

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	1938	1939	1940	1941	1942	1943	1944	1940	1940	1947	Total	Total
Length of Time	Boys	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys	Boys	Boys	Boys Girls	Boys	Boys	Boys and Girls
Years 1-3 m. 1-4 1-5	2 1	-	1 1	2	1 1 1		1 2	-	1	1	3 3 2 2 4	6 3 6
1-6 1-7 1-8	1	1	1	-	1	-	1	1	2 3	-	2 8 0 1 0 1	10 1 1
1-9 1-10 1-11	_	-			1	+	-		2	1	0 2 1 2	2 3
2 2-1 2-2		2	1	1	3 1	1	11	1	1	-	7 5 1 1 0 1	12 2 1
2-3 2-5 2-6	1	1		1	1	+	-	11	-	1	1 0 0 1 2 3	1 1 5
2-8 2-9 3	-	1		1	1 1	+	-	2	-	1	0 2 2 1 1 2	2 3 3
3 <b>-</b> 5 3 <b>-</b> 7 3 <b>-</b> 9		+	-	1	+	+	1 1	+			0 1 0 1 0 1	1 1
3-10 4 4-1 4-2		1	1	1		1	-	-	-		1 1 2 0 1 2 1 0	2 2 3 1
4-3 4-6 4-8	1	+	-			1	1	-			1 0 0 1 0 1	1 1 1
5 5-1 5-3	1	1	11	1 - 1	1 1 1	1					3 2 0 1 0 2	5 1 2

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TABLE XXIX-A-- LENGTH OF TIME

GRADUATES SPENT ON PRESENT POSITIONS (Continued)

	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Tot	al	Total
Length of Time	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys	Boys Girls	Boys	Boys	Boys	Boys	Girls	Boys and Girls
Years 5-4m. 5-8 5-9	1	-	-		1	-		1 1 1	1 1 1		0 0 1	1 0	1 1 1
6 6 <b>-1</b> 6 <b>-</b> 3			1 2	-	-	1	-		1 1 1		1 0 1	2 0	2 2 1
6 <b>-</b> 5 7 7 <b>-</b> 5	11	1	1 1	1 -	-	-		-	1 1 1		3 0	0 2 1	1 5 1
7-6 7-7 8-1	1	1		1 -	-	-	-	-	1 1 1		0 1 0	2 0 1	2 1 1
8-3 9 10		1	1	-	-	-		-	- 1 - 1	1 1 1	0 0 1	1 -	1 1 1

The greater number of dropouts among the boys held their present positions from one to one and one-half years. The longest time spent in the present position was seven years and seven months. This position was held by a boy. One other dropout held their present position for over seven years and another for over five and one-half years. The longest time spent in the present position by the girl dropouts was 5 years and 2 months. Table XXIX-B on time dropouts spent on present job follows:

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TABLE XXIX-B-- LENGTH OF TIME
DROPOUTS SPENT ON PRESENT POSITIONS

	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Tot	al	Total
Length of Time	Boys	Boys Girls	Boys	Boys	Boys Girls	Boys	Boys	Boys	Boys	Boys	Воув	Girls	Boys and Girls
Weeks 1 Months								-	1		0	1	1
3			+	+		-	1	1	1		0	0 2	1 2
6 10			1		1	1	-	1	-		3 0	0	3
Years 1 1-2 mos 1-4	Reply	Reply	+	1	+	+	+	1	1	Reply	2 1 1	0 0 0	2 1 1
1-6 1-7	No Re	No Re	+	2	+	-	+			No Re	2	0	2 1
2 2-1 2-3 2-11	Z	Z	+	+	1	1	1	1 1	+		3 1 1 1	0 0 0	4 1 1
3-4 3-5 3-6			+	1	1	T	1		+		0 1	0 2 0	1 2 1
5 <b>-</b> 2 5 <b>-</b> 8			+	1	1	+	+	-	+		0	0	1
7-2 7-7				1		1			+		1	0	1

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The present position of 58.89 per cent of the boys who replied to the question did not represent a promotion while 41.11 per cent felt that it was. Table XXX-A shows the type of promotions that were mentioned.

TABLE XXX-A--EXTENT TO WHICH PRESENT POSITION OF BOYS REPRESENTED A PROMOTION

Response	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Per Cent
Yes	3	6	7	4	4	2	1	4	3	3	37	41.11
No	2	14	5	10	6	6	2	4	7	7	53	58.89

Type of Promotion	No. Reporting
No Answer	11
Armed Forces advance in rank and pay	3
From accountant to supervisor	3
Greater responsibilities, supervision, and title	1
Junior engineer to research engineer	1
From technician to research assistant	1
From management of department to parts manager	1
Increase in rank and salary to assistant	
professor of petroleum engineering	1
More technical and interesting work	1
Carpenter to foreman	1
From apprentice to qualified journeyman	1
More work	1
From machine shop work to supervisory and	
office work	1
More money	3 1
Clerk to assistant manager	
Learning the businessno title	1
Raises in pay and advance in rank in company	1
Laborer to installation man	1
More responsibilities	1
Apprentice to driller	1
From cutter to foreman of cutters	1
Bookkeeping department to paying clerk	1
From mechanic to foreman	1
Total	37

Of the girls who replied to this question, 38.64 per cent replied that they felt their lpresent jobs did not represent a promotion and

61.36 per cent felt that they had been promoted. All who said their present position was a promotion did not list the type of promotion.

However, Table XXX-B gives some idea of the type of promotions earned.

TABLE XXX-B--EXTENT TO WHICH PRESENT POSITION OF GIRLS REPRESENTED A PROMOTION

Response	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Per Cent
Yes	3	3	7	5	7	5	5	8	4	7	54	61.36
No	3	1	1	3	4	3	6	4	6	3	34	38.64

Type of Promotion	No. Reporting
No answer	14
To more complicated and varied work	8
Increase in salary	3 2
More responsibility, work, and money	2
Policy typist to policy checker	2
Clerk to stenographer	2
Sr. Clerk to jr. clerk typist and stenographer	1
Bookkeeper to credit manager	1
Up in civil service grade	1
From waitress to cook	1
Typist to stenographer-typist	1
Office clerk to payroll and office clerk	1
Domestic to foreign invoicing	1
General stenographer to executive secretary	1
Stenographer to secretary	1
To assistant buyer	1
General operating room nurse to asst. supervisor	1
To complete charge of office	1
Repair operator to supervisor	1
Bookkeeper to stenographer Waitress to manager	1
Student nurse to graduate head nurse	1
Stenographer to higher official	1
From assistant to regular clerk	i
Assistant to head technician	ī
To technician	ı
Office clerk to private secretary	i
From filing and accounting to keypunch operator	î
To different department	ī
Total	54

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There were 67.65 per cent who felt their present jobs held chances for further advancement and 15.29 per cent who stated that their present job was a dead-end job offerring no opportunity for further advancement. Twenty-nine or 17.06 per cent did not know the opportunities of their present jobs. This means that approximately two-thirds of the students who reported were working in positions which provided them with an opportunity for advancement. (See Table XXXI below.)

TABLE XXXI--OPPORTUNITIES FOR ADVANCEMENT IN PRESENT POSITION

	19	38	19	39	19	40	19	41	194	12	19	+3	19	44	19	+5	19	46	19	+7	Total	
Response		GITIB	Воув	Girla	m	Girle	D	Girla	Воув	Girls	Воув	Girle	Воув	Girle	Воув	Girls	Воув	Girls	Воув	Girla	Boys and Girls	Per Cent
Yes	7	5	5	2	10	2	6	5	9	7	3	7	3	7	3	7	5	4	9	9	115	67.65
No	0	2	1	0	2	1	2	2	0	3	0	0	0	3	0	4	2	3	1	0	26	15.29
Don't Know	0	0	3	3	1	3	0	1	0	2	2	2	0	1	0	3	1	4	1	2	29	17.06

Seventy or 67.% per cent of the boys replied that they were satisfied with their present position, 19.42 per cent stated that they were not satisfied, and 12.62 per cent did not answer. Thus, Table XXXII-A, on page 125, shows that more than two-thirds of the boys were satisfied with their present jobs.

The types of positions desired by the boys who were not satisfied with their present positions were varied but interesting to note and are shown in Table XXXII-B, also on page 125.

## TABLE XXXII-A-- EXTENT TO WHICH THE BOYS WERE SATISFIED WITH THEIR PRESENT POSITIONS

Response	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Per Cent
Yes	6	7	11	9	8	6	4	6	7	6	70	67.96
No	1	2	3	4	3	2	0	2	1	2	20	19.42
Employed No. Ans.	0	0	1	1	2	4*	0	0	1	4	13	12.62

Note: \*2 boys unemployed

TABLE XXXII-B-- TYPE OF POSITION

DESIRED BY BOYS WHO WERE

DISSATISFIED WITH THEIR PRESENT POSITION

Type of Position Desired	First Choice	Second Choice	Third Choice
Own Business	1		1
Diesel Engineer	1	-	
Managing Own Station	1	1	
Machine Designing	1		
Lab. Technician	1		
Draftsman		1	y
Electric Engineer	1		
Assistant Accountant	1		
Guided Missile Technician	1		

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Almost three-fourths of the girls were satisfied with their present positions. Table XXXII-C also shows that 17.36 per cent were not satisfied and that 9.92 per cent did not answer. Most of the girls knew the type of work they desired. These are shown in Table XXXII-D below.

TABLE XXXII-C-- EXTENT TO WHICH THE GIRLS
WERE SATISFIED WITH THEIR PRESENT POSITIONS

Response	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total	Per Cent
Yes	8	6	6	8	15	8	12	8	8	9	88	72.73
No	0	1	1	1	1	1	2	7	4	3	21	17.36
Employed No. Ans.	0	0	2	2	3	0	2	2	1	0	12	9.92

TABLE XXXII-D-- TYPE OF POSITION

DESIRED BY GIRLS WHO WERE

DISSATISFIED WITH THEIR PRESENT POSITIONS

Type of Position Desired	First Choice	Second Choice	Third Choice
C. P. A.	1		
Teacher of Foods	1	1	
Dietician in a Hospital Head of the Department	1	_	
Private Secretary	1		
MerchandiseClerical	1		
Typist	1		
Receptionist	1	1	
Clerk Part-Time Work	3	Т	
Bookkeeping	1		
Switchboard Operator	-	1	
Cashier			1
Smaller Office	1		
Fashion Design or Advertising	1		
Office Work with Less Routine	ı		Т
Secretary Stenographer		2	

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Over three-fourths of those who replied to the question asking the students if they would like to have the school help them in securing a change of position did not wish the school to help them. There were only 5.80 per cent who indicated that they would like aid in securing a change of position and 16.% per cent did not answer. However, most of the students indicated that they thought the school should have a placement bureau, but evidently thought the school should help students in securing initial positions only.

Most schools are interested in learning how their former students secure positions and the Major Howard W. Beal Memorial High School is no exception. In the next question, each student was asked to check the way in which they secured all positions held since leaving the high school. Half of the students secured their jobs by personal application, while 16.24 per cent secured their positions through friends or relatives, as shown in Table XXXIII on page 128. The school was responsible for placing 8.94 per cent of these students in their jobs. The United States Employment Service helped 4.20 per cent of the students to secure employment. It may be noted that, of the 50.55 per cent who claimed they secured their positions through personal application, many were sent to these personal interviews through the school.

The next question asked the students how much time had elapsed between leaving school and their first job. It is significant to note that practically one-half of the workers secured a position immediately after leaving the high school. An additional 22 per cent found a job one month or less after leaving high school. In other words, over

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TABLE XXXIII -- METHOD OF SECURING POSITIONS

	Job	н	Job	N	Job	3	Job 1	4 Job		5 Job	9 9	Job	7	Job	8	ALL	Jobs	70	
Method of Securing Positions	Boys	Girla	Воув	Girla	Boys	стата	Boys	Boys	Girla	Воув	GILTS	Boys	GILJB	Boys	GILTB	Boys	GTLTB	Boys &	Per Cent
By personal application	179	69	56	52	17 1	16	6	7 6	2 1	٦,	٦	Ч	0	Н	0	123 1	154	277	50.55
Through friend or relative	42	25	12	디	n	4	#	CO CO	2	0	0	٦	0			747	42	89	16.24
Through the school	n	39	Н	2	0	Н		-	-	_						4	45	49	8.8
Through an agency	m	14	3	ω	Н	4	0	-		_						7	27	表	6.20
Through another school	Н	10	0	7	0	m	0	0		7	٦					N	23	25	4.56
Through U. S. E. S.	0	3	N	9	Н	7	0	<b>+</b>	-							m	20	23	4.20
Through Armed Forces	10	0	N	0	Q	3	0	1 0	0	<u></u>	0					91	3	19	3.47
Through newspaper advertisement	7	3	Н	9	0	Н	0	CJ								_	12	19	3.47
Through civil service	Н	٦	0	4				-							_	Н	5	9	1.09
Company asked them to come there	0	N	Н					_								Н	N	3	文.
Through hospital where trained	0	0	0	Н											_	0	Н	٦	.18
Through former employer	0	0	0	0	0	Н		_	_						-	0	Н	٦	.18
Through the radio	0	0	0	0	0	0	<del>_</del>	0								0	٦	٦	.18
Through the superintendent of nur	Besin	0	0	Н		-										0	Н	Н	.18
Total	011	991	148	101	7 92	10 1	14 19	9 7	8	77	2	2	0	τ	0	212	336	548	99.98
															-				

		Per Cent	48.87	4.0 04.0 10.40	6.01	6.39	9.05	2.63	1.88	2.63	1.13	.38	1.88	-75	100.00
		Total	130	51 72 80	16	17	77	7	10	7	3	Н	5	8	566
9	1947	Girla	7		00	00	7	0	0	0	0	0	0	0	13
r JOB	19	Boys	5	000	00	10	0	0	0	0	٦	0	0	0	77
FIRST	1946	Boys	4 13	000	00	00	0	0 7	0	0	0	0	0	0 0	12 15
AND	2	GILJB	6	000		mo	N	0	0	0	0	0	0	0	
SCHOOL	1945	Boys	5	000	00	0 1	-	0	0	0	0	0		0	8 18
SCH			-	404		00	0	0	0	0	0	0	0	0	
7ING	1944	Boys	3 1	040	00	00	0	0	0	0	0	0	0	0	17
LEAVING	3	Girla	21	000	40	00	-	0	<u> </u>	0	0	0	0	0	<u>L</u>
EEN	1943	Воув	9 1	440	10	00	0	0	0	0	0	0	0	0	12 21
EIM	Q	Girla	7	100	00	mo	٦	Н	Н	N	0	0	0	7	12
XXXIVINTERVAL BETWEEN	1942	Воув	ω	010	00	00	٦	0	0	0	0	٦	0	0	11
TERV	Ţ+	GILTS	7	o H	00	mo	m	0	Н	0	0	0	0	7	17
N.	1941	Boys	8	нно	10	00	0	Н	0	0	0	0	0	0	12
XTA	40	GILJB	7	041	00	10	Н	Н	0	N	0	0	Н	0	174
	1940	Boys	6	нно	40	00	3	0	0	0	0	0	0	0	15
TABLE	1939	Girla	3	040	00	10	5	N	0	Н	Н	0	0	0	16
H	19	Boys	5	400	00	00	N	٦	N	0	0	0	0	0	Ħ
	38	Girla	3	000	00	40	N	0	0	Н	н	0	3	0	13
	1938	Boya	47	044	10	10	Н	0	0	0	0	0	0	0	9
		Time	No time	l week 2 weeks 3 weeks	1 month $1\frac{1}{2}$ months	2 months	3 months	4 months	5 months	6 months	7 months	9 months	l year	2 years	Totals

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75 per cent of all boys and girls who replied to this question had a position within two months after leaving school. Two students took two years before securing a job and it was one year before five other students found work. Table XXXIV on page 129 shows this information in detail.

Once again the pupils were given an opportunity to express themselves freely on the type of training the school could have offered to them while they were in school. Here also, the question was asked with the idea of education for all in the foreground. The students were asked what on-the-job training did they receive that they though should have been given in high school. It was at first feared that the replies to this question would be in terms of specific jobs, but this was not the case. Ninety pupils said they had received no on-the-job training that could have been given in high school. Two hundred and thirty students did not answer the question at all. The replies that were made were varied and were divided into three main groups: industrial arts, business, and miscellaneous, as shown in Table XXXV below. The greater number of suggestions made by the students fell under the business group. Many of the suggestions given were not offered in the program of studies. The replies show that students definitely desired broader fields than those few provided in the present curricula.

TABLE XXXV-- ON-THE-JOB TRAINING
STUDENTS BELIEVED COULD HAVE BEEN GIVEN IN HIGH SCHOOL

Training	Воув	Girls	Total
Industrial Arts:	1		
Advanced Mechanical Drawing Basic knowledges of lathes,	2	0	2
drills, shapers, etc. Micrometer Reading	2 2	0	2

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TABLE XXXV-- ON-THE-JOB TRAINING
STUDENTS BELIEVED COULD HAVE BEEN GIVEN IN HIGH SCHOOL
(Continued)

Training	Boys	Girls	Total
Industrial Arts:			
Reading blue prints	ı	1	2
Brown & Sharpe Machines			
(On the cooperative plan)	1	0	1
Carpenter Work	1	0	1
Electricity Theory and practice	1	0	1
Mechanical Drafting	1	0	1
More shop work	1 0	0 1 1	1
Radio Code		1	1
Radio theory	0		1
Shop experience in auto mechanics	1	0	1
Business:			
Office machines	0	0	9
Bookkeeping	0	9	4
Bookkeeping machine	0	4	4
Switchboard	0	4	4
Business law	2	1	
Comptometry	0	3	3 3 2
Key punch	0	3 3 2	3
Business letter writing (composing)	0	2	2
Buying	0	2	2
Merchandising	0	2	2
Salesmanship	2	0	2
Selling	0	2	2
Actual office work	0	1	1
Addressograph	0	1	1
Advertising	1	0	1
Answering the telephone	0	1	1
Confirming in filing	0		1
Ditto	0	1	1
Electric Typewriter	0	1	1
I. B. M. Accounting machine	0	1	1
Making phone calls	0	1	1
More actual bookkeeping practice	0	1	ı
More varied ways of folding letters			
and addressing envelopes	0	1	1
Payroll work	0	1	1
Teletype	0	1	1

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TABLE XXXV-- ON-THE-JOB TRAINING
STUDENTS BELIEVED COULD HAVE BEEN GIVEN IN HIGH SCHOOL
(Continued)

Training	Воув	Girls	Total
Miscellaneous:			
Cafeteria Work Automobile Driving Band Training Math. on finding volumes (Cu. inch.; distances; measure.) Meat cutting Modern punctuation Physics and mathematics	0 1 1 0 1	1 0 0 0 0	1 1 1 1 1
Confidence in own ability Adaptability to new situations Ability to follow instructions How to meet and deal with people Social law Working under pressuretime limits	0 0 0 1 1	2 1 0 0	2 1 1 1 1

The present outside interests or hobbies stated by the students in reply to this question were numerous and diversified, as shown in Table XXXVI-A on page 133. They represented the normal interests of a group of this age. Many of those listed in the ten leading hobbies (Table XXXVI-B on page 135) were definitely social in character. For the girls these included clubs and organizations; bowling, sports; dancing; skating; children, family, home; and swimming. The individual hobbies selected by the girls were reading, music, and sewing. The outstanding hobbies of the boys were sports; hunting; flying; music; photography; reading; clubs and organizations; school and study; skiing; and women. The boys' hobbies tended more toward those involving mechanical skills, although there is a good proportion of social or group activities represented in both groups.

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TABLE XXXVI-A--PRESENT OUTSIDE INTERESTS OR HOBBIES

Hobby	Воув	Girls	Total
Art	4	0	4
Automobile Building and Repairing	3 1	0	
Automobile Design	1	0	3
Baby Sitting	0	1	1
Biology Lectures	0	1	1 2 1 34
Boat Building	2	0	2
Boating	2 1 4	0	1
Bowling	4	30	34
Bridge	0 0 2	3	3 1 2
Brownie Scout Leader	0	1	1
Building	2	0	2
Camping	1	2	3 1 2 1 2 45 1
Canoeing	0	1	1
Cards	0 2 0	0 1 2	2
Chess		1	1
Church Choir	0	2	2
Clubs and Organizations	10	35	45
Collecting News and Sensation Clippings	0	1	1
Collecting Phonograph Records	0	2	2
Cooking	0	2	2
Crotcheting	0	2	2
Dancing	4	16	20
Dealer of Stanley Products	0	1	1
Diesel Mechanics	2	0	2
Dress Making and Designing	0	1	1
Driving	0	2	2
Economic Conditions	1	0	1
Electronics	1	0	1
Fancy Work	0	6	6
Fishing	15	1	16
Flying	4	0	4
Foreign Correspondence	0	0 2 3	2
Freehand Drawing	0	3	3
Gardening	0	2	2
Gas Engine Mechanics	3	0	3
Girl Scouts	1	1	1
Golf	0 3 0 2	2 0 1 6	2 3 1 8
Hat Designing	0	1	1
Hockey	3	0	3

TABLE XXXVI-A--PRESENT OUTSIDE INTERESTS OR HOBBIES (Continued)

Hobby	Boys	Girls	Total
Horseback Riding Horses Hunting	0 0 15	5 2 1	5 2 16
Interior Decorating	0	3	3
Keeping auto in repairs Knitting	1 0	0 8	1 8
Livestock	1	0	1
Mechanical work own shop Men Model Airplane Construction Movies and Theatre Music	1 0 1 2 13	0 1 0 8 19	1 1 10 32
Night School Nursing	0	3 2	3 2
Own Business Own Children, Family, Home	0	0	1
Painting Philosophy Photography Ping-Pong Pottery Making Problems of Democracy	2 1 12 0 0	4 0 5 1 0	6 1 17 1 1
Radio Reading Real Estate Recreation Work in Vet's Hospital Red Cross Motor Corps Rug Hooking	5 11 1 0 0	1 21 0 1 1 3	6 32 1 1 3
Sailboat Racing Sailing School and Study Sewing Shoveling Snow Singing Skating Skling	2 0 8 0 1 0 5 7	0 1 0 17 0 6 11	2 1 8 17 1 6 16

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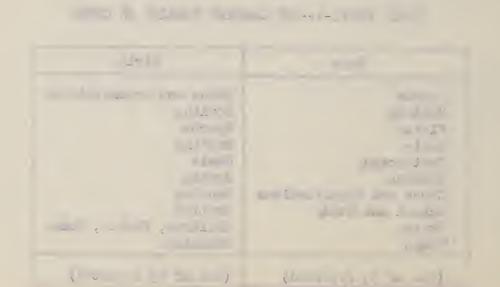
TABLE XXXVI-A -- PRESENT OUTSIDE INTERESTS OR HOBBIES (Continued)

Hobby	Воув	Girls	Total
Sleep Social Work Sports Stamps Swimming	2 0 39 2 3	0 1 23 2 10	2 1 62 4 13
Taking Movies Tennis Tinting Track Trap Shooting Traveling Truck Body Building	1 0 0 1 1 4	0310060	1 3 1 1 10 10
Volunteer Work at Library of International Relations of Chicago	0	1	1
Walking Weather Women Woodcraft Woodworking Writing	0 2 6 1 1	1 0 0 0 0 0	1 2 6 1 1 4
None	4	5	9
Number of Hobbies Reported on	53	63	116

TABLE XXXVI-B--TEN LEADING HOBBIES IN ORDER

Воув	Girls							
Sports Hunting Flying Music Photography Reading Clubs and Organizations School and Study Skiing Women	Clubs and Organizations Bowling Sports Reading Music Sewing Dancing Skating Children, Family, Home Swimming							
(Out of 53 reported)	(Out of 63 reported)							

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On the question which asked to what extent employment tests were used, 19 boys, or 19.39 per cent, and 60 girls, or 38.46 per cent, replied that they had taken such tests. Seventy-nine boys and 96 girls replied in the negative. A summation by years indicated that these tests had been given over the period of ten years covered in the survey, as shown by Table XXXVII-A below.

TABLE XXXVII-A--EXTENT EMPLOYMENT TESTS WERE USED

	19	938	19	939	19	940	19	941	19	942	19	343	19	外柱	19	45	19	946	19	947	To	otal
Re- ply	Boys	Girls	Boys	Girls	Воув	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girle	Boys	Girls	Boys	Girls	Воув	Girls
No Yes	7	9	9	9	11 4	11 5	11	14	12	12	5	12	5	<b>1</b> 0	4	11	9	2	6	6	79 19	96 60
Total	7	16	10	14	15	16	12	19	13		10	16	5	13	7	16	10	12	9	13		156
Per Cent Tested		43	25.	.00	29.	.03	19.	35	29.	41	24.	.62	16.	67	24.	78	50,	.00	45.	45	31.	.10

Typewriting, English, punctuation, arithmetic, general intelligence, and aptitude tests were the types of tests commonly used. A complete list of tests and the number of different companies using these tests is shown in Table XXXVII-B on page 137.

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TABLE XXXVII-B-- TYPES OF TESTS GIVEN
AND NUMBER OF COMPANIES GIVING EACH TYPE

Type of Test		of Stude		No. of different companies using test
Typewriting	6	25	31	16
Aptitude	6	13	19	9
English and Punctuation	2	16	18	6
Arithmetic	0	12	12	4
Intelligence	1	9	10	5
Armed Forces Tests*	8	1	9	3
Stenography	1	6	7	14
Don't remember type	1	6	7	3
Filing	1	2	3	2
General Clerical	1	2	3	3
Civil ServiceJrClerk Typist	0	2	2	1
Classification	2	0	2	1
Burroughs Bookkeeping Machine	0	1	1	1
Civil ServiceStenography	0	1	1	1
Comptometer	0	1	1	1
Dictaphone	0	1	1	1
Ediphone	0	1	1	1
Geography	0	1	1	1
Post Office Exams	1	0	1	1
Personality	0	1	1	1
Physiotherapy Registry Exam	0	1	1	1
Placement test	0	1	1	1
Voice	0	1	1	1

Notes: \*The majority of the students forgot to include armed forces tests.

Twenty-two different types of tests were used in the testing of 134 boys and girls. Twenty-six firms used tests.

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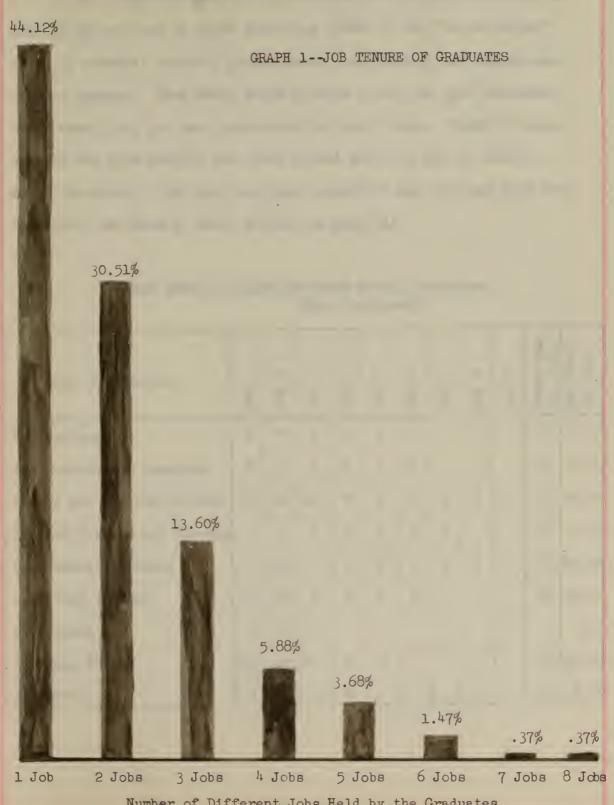
One question that is always asked is "Can our graduates hold a job?" Table XXXVIII below shows that Shrewsbury students can hold a job. One hundred and twenty students or 44.12 per cent have had but one job since leaving. Eighty-three or 30.57 per cent had two jobs. Eighty-three of 30.57 per cent have had two jobs. Thus 75 per cent of the students who replied to this question had only two jobs since leaving school. However, one boy had eight different jobs and another held seven different ones. The most jobs held by any one girl were six. The chart of page 139 shows these facts more clearly at a glance.

TABLE XXXVIII -- JOB TENURE OF GRADUATES

No. of Jobs	No. of Boys	No. of Girls	Total	Per Cent
1	60	60	120	44.12
2	22	61	83	30.51
3	12	25	37	13.60
4	7	9	16	5.88
5	3	7	10	3.68
6	2	2	4	1.47
7	1	0	1	•37
8	1	0	1	•37
Total	108	164	272	100.00

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Number of Different Jobs Held by the Graduates



In the classification of all positions for the boy graduates, we find 30.88 per cent of those reporting listed in the "white-collar" class of workers: namely, professional, proprietors, and clerks and kindred workers. (See Table XXXIX-A below.) For the girl graduates, there were 73.41 per cent represented in this class. Twenty-five per cent of the boys were in the Armed Forces and 9.71 were in school.

Among the girls, 13.86 per cent were housewives and 2.20 per cent were in school, as shown by Table XXXIX-B on page 141.

TABLE XXXIX-A--CLASSIFICATION OF ALL POSITIONS (Boy Graduates)

Type of Position	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7	Job 8	Job 9	Total for All Jobs	er Cen 11 Job
Professional	6	7	5	1	1	2				22	6.47
Proprietors and Managers	1	2	5	2	3	2				15	4.41
Clerks and Kindred Workers	29	12	13	8	3	0	1	ı	1	68	20.00
Skilled Workers and Foremen	1	3	2	1	ı	5	1			14	4.12
Semi-skilled Workers	5	11	4	8	3	1	2	1		35	10.29
Unskilled workers	30	16	9	5	4	2				66	19.41
Unemployed	0	1	1							2	•59
In Armed Forces	43	23	12	4	3					85	25.00
In School	0	22	5	4	2					33	9.71

TABLE XXXIX-B--CLASSIFICATION OF ALL POSITIONS (Girl Graduates)

Type of Position	Job	Total	Per Cent						
Type of Fostwood	1	2	3	4	5	6	7	Jobs	All Jobs
Professional	17	12	6	6	3			44	9.67
Proprietors and Managers	4	1	0	0	1			6	1.32
Clerks and Kindred Workers	138	89	41	10	5	1		284	62.42
Skilled Workers and Foremen	1	0	1					2	- 14.14
Semi-skilled Workers	3	0	3	1	1	1		8	1.76
Unskilled Workers	13	8	2	3	1			27	5.91
Unemployed		1	1					2	.44
Housewife	0	20	21	14	5	2	1	63	13.86
In Armed Forces	0	4	14	1				9	1.98
In School	0	3	4	3				10	2.20

In the classification of all positions for the dropouts, about 18 per cent of the boys were represented in the professional, proprietors and managers, and clerks and kindred workers group. There were 45 per cent located in the manual labor group consisting of skilled workers and foremen, semi-skilled workers, and unskilled workers. Of this group, 31.17 per cent were listed as unskilled workers and 52.63 per cent among the clerks and kindred workers. Table XXXIX-C dealing with the boy dropouts and Table XXXIX-D concerning the girl dropouts are found on page142.

TABLE XXXIX-C--CLASSIFICATION OF ALL POSITIONS (Boy Dropouts)

	Job	Total	Per Cent						
Type of Position	1	2	3	4	5	6	7	Jobs	All Jobs
Professional	0	1	1	1				3	3.90
Proprietors and Managers	0	ı						1	1.30
Clerks and Kindred Workers	4	3	2	1				10	12.99
Skilled Workers and Foremen	1							1	1.30
Semi-skilled Workers	3	2	1	2	1	1		10	12.99
Unskilled Workers	13	7	3	1				24	31.17
Unemployed	0	0	2					2	2.59
In Armed Forces	8	9	3				1	21	27.27
In School	0	0	2	3				5	6.49

## TABLE XXXIX-D--CLASSIFICATION OF ALL POSITIONS (Girl Dropouts)

Type of Position	Job 1	Job 2	Job 3	Job 4	Total All Jobs	Per Cent
Clerks and Kindred Workers	10	5	4	1	20	52.63
Semi-skilled Workers	1	1			2	5.26
Unskilled Workers	5	4	0	2	n	28.95
Housewife	0	2	2	1	5	13.16

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The greatest number of girls spent from three to six months on the initial job. The greatest number of boys spent from nine months to one year. It is interesting to note that from the  $4\frac{1}{2}$ -year to 10-year period only two boys are recorded, an incident explainable, perhaps, by the fact that the boys were in the armed serviced.

The returns from the dropouts on this question were very few and for those who did reply the majority specified only one year. For these reasons, no satisfactory conclusions could be drawn.

TABLE XL-- LENGTH OF TIME

GRADUATES SPENT ON INITIAL POSITIONS

	19	38	19	39	19	40	19	41	19	+2	19	43	194	+4	194	+5	19	46	19	+7	Tot	al	Total
Length of Time	Воув	Girls	Воув	Girla	Воув	Girls	Boys	Girls	Воув	Girla	Boys	Girle	Boys	Girls	Воув	Girls	Воув	Girls	Воув	Girla	Boys	Girls	Boys and Girls
Months 0-1							1				1					2			1		3	2	5
1 2		1	1	3		1		1		1				1			1		1	1	0 3	8 8	2
3 4 5		3	1		1	2	1	2 1 2		1	1	2		1 2 1	1 2	1 2 1	1	2	3	1 1 3	1	13 10 10	22 11 13
6 7 8		1	1	2		2		1	1	4		111							2	311	4 0 2	10 2 7	14 2 9
9 10 11		1	1	1				2	1	2		1		1	1		1	1		1	1 2 3	7 3 1	8 5 4
Years 1 1-1 mo. 1-2	2	2	4	4	4	3	1	3	3	1			2	1	2	3	1	2	2		21 0 1	18	39 1 1

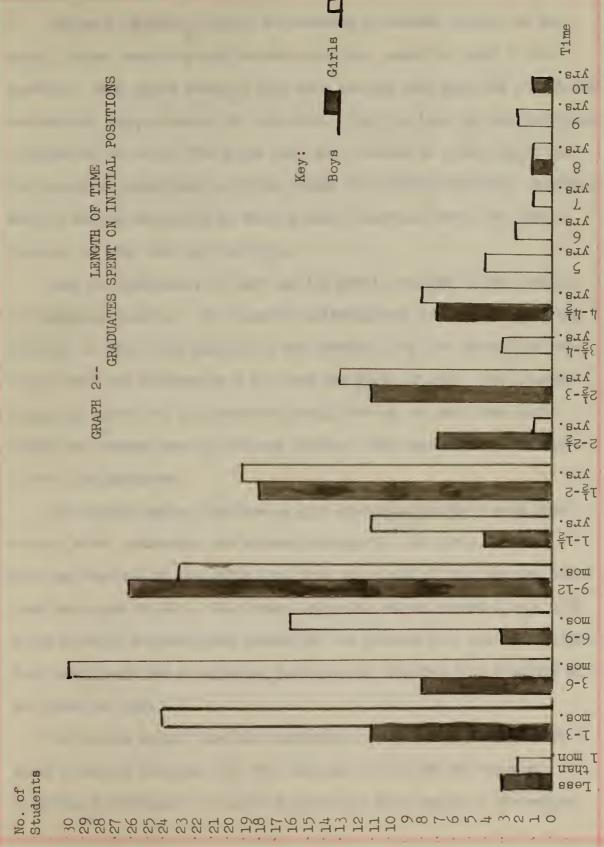
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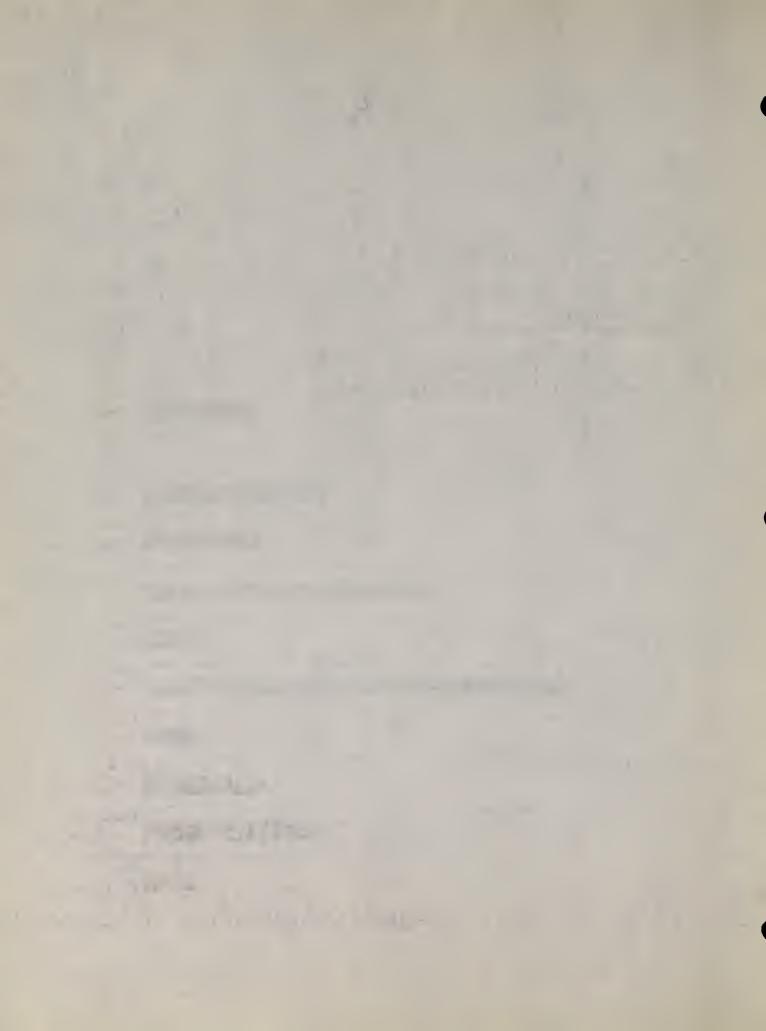
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TABLE XL-- LENGTH OF TIME
GRADUATES SPENT ON INITIAL POSITIONS (Continued)

	19	38	19	39	19	40	19	41	19	42	19	+3	19	+4	19	45	19	46	19	+7	Tot	al	Total
Length of Time		70		Girls	Воув	m		m	Boys	Girls		m		Girls	Boys	Girls	Воув	m		Girls	Воув	Girls	Boys and Girls
Years 1-3 mos. 1-4 1-5		1		1		1							1			1	1	1			1 1	2 4 1	3 5 2
1-6 1-7 1-8		ı								2		1						1 2			0 0	322	3 2 2
1-10	3	1			1	2	3		4	3		2	3	2	2	2	1	1	1	1	18	2	2 31
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3 <b>-</b> 6 4 4 <b>-</b> 6	1	2			2	1			2		1	4		2							0 4 3	3 8 0	3 12 3
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Too much importance cannot be attached to student reports on salaries. Those receiving high salaries are more eager to reply to this question. Only those students that were earning what might be considered substantial wages answered the question. This was true for all positions reported by the boys. The girls were more willing to report their initial salaries—especially as these seemed to be fairly uniform. However, when it came to reporting on their present salaries, they, too, had a tendency to skip over the question.

Only 183 graduates, 62 boys and 121 girls, replied to the question on beginning salaries. The highest beginning wage for a graduate going directly to work after graduation was between sixty and sixty-five dollars. This was reported by a boy from the Class of 1947. The lowest beginning salary for boy graduates going directly to work from high school was between ten and fifteen dollars. This was reported by three of the 1939 graduates.

The highest salary reported by girl graduates going to work immediately after graduation was between thirty-five and forty dollars.

This was reported by two girls, one from the class of 1940 and the other from the class of 1945. The lowest beginning salary reported by a girl going directly to work after graduation was between five and ten dollars. This weekly wage for a beginning position was reported by a graduate of the class of 1938.

The median weekly wage for beginning positions for all graduates shows a decided increase over the ten-year period, as was expected.

There was a difference of eleven dollars and fifty cents in the median

wage of workers in 1938 and those of 1947, as shown in Table XLI below.

TABLE XLI--INITIAL WEEKLY SALARY OF GRADUATES

			ekly Salary n High School			ekly Salary ional Training	Median Weekly Salary of
Year	Boys	Girls	Boys and Girls	Boys	Girls	Boys and Girls	
1938	<b>\$13.7</b> 5	\$13.33	\$13.44	\$35.00	<b>\$1</b> 8.33	\$20.00	\$16.50
1939	17.50	15.63	16.43	45.00	20.00	25.00	18.00
1940	18.33	16.67	17.50	25.00	22.50	22.50	18.75
1941	22.50	17.00	17.73	27.50	42.50	40.00	18.64
1942	28.13	17.92	18.96	27.50	42.50	35.00	19.38
1943	30.00	17.78	18.33		47.50		18.89
1944		17.75			20.00		17.95
1945	35.00	18.93	19.64		22.50		20.00
1946	30.00	27.14	27.78				27.78
1947	32.50	25.63	28.00				28.00

Merely 29 dropouts reported on their beginning salaries. The highest beginning salary reported by dropouts who did not continue their education after leaving the high school was thirty-seven dollars and fifty cents. This was reported by four boys: one who left before completing the 10th grade in 1941; one who left during the 10th grade in 1942; one who left before completing the 11th grade in 1943; and another who left during the 9th grade in 1945. The highest salary reported by girl dropouts going to work directly after leaving the high school was

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twenty-two dollars and fifty cents.

The lowest salary reported by girl dropouts going directly to work before completing their secondary education was seventeen dollars and fifty cents. The lowest salary for boy dropouts going directly to work was twelve dollars and fifty cents. Table XLII below gives the average weekly salary of beginning positions for the dropouts

TABLE XLII -- INITIAL WEEKLY SALARY OF DROPOUTS

			ekly Salary n High School	Average Weekly Salary After Additional Training	Average Weekly Salary of
Year	Boys	Girls	Boys and Girls	Boys and Girls	All Drops.
1938			No 1	Reply	
1939			No 1	Reply	
1940				(0 CO CO CO CO	
1941	\$22.50		~ ~ ~ ~	\$20.83	\$21.67
1942	25.00	\$17.50	\$22.50	27.50	23.75
1943	29.17	22.50	27.50	22,50	26.50
1944		22.50	co co co co co	32.50	27.50
1945	31.25	22.50	29.50	32.50	30.00
1946	32.50	22.50	27.50	~ ~ ~ ~	27.50
1947			No 1	Reply	

The students were most reticent about reporting salaries on present positions. Not a single boy from the classes of 1943, 1944, or 1945 and only one boy from the class of 1946 replied. Only 160 graduates replied

--36 boys and 124 girls. The highest present salary reported by a boy graduate who went directly to work from high school was between ninety and ninety-five dollars. This salary was reported by a graduate of the class of 1947. The lowest salary reported by a boy graduate going to work after graduation was between twenty and twenty-five dollars.

The highest present salary of girl graduates going directly to work after graduation was between forty-five and fifty dollars, while the lowest was between fifteen and twenty dollars, as shown in Table XLIII.

TABLE XLIII -- PRESENT WEEKLY SALARY OF GRADUATES

			cly Salary n High School			kly Salary onal Training	Median Weekly Salary of
Year	Воув	Girls	Boys and Girls	Воув	Girls	Boys and Girls	
1938	\$62.50	\$35.00	\$42.50	\$57.50	\$35.00	\$35.00	\$35•73
1939	65.00	35.00	48.75	50.00	37.50	41.65	45.83
1940	63.75	30.00	41.25	57.50	43.75	44.17	43.00
1941	58.75	33.34	37.50		41.67		40.83
1942	42.50	37.50	38.33	42.50	37.50	41.88	40.42
1943		30.00			40.83		35.83
1944		32.50			32.50	~~~	32.50
1945		27.50			27.50		27.50
1946	32.50	27.50	28,33	32.50			29.16
1947	41.67	25.63	28.12				28.12

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Twenty dropouts replied to the question asking for their present salary. A boy who left school in 1941 before completing the 11th grade reported the highest salary of one hundred and two dollars and fifty cents. The lowest salary was twenty-two dollars and fifty cents.

(See Table XLIV below.)

TABLE XLIV--PRESENT WEEKLY SALARY OF DROPOUTS

			kly Salary 1 High School	Average Weekly Salary After Additional Training	Average Weekly Salary of
Year	Воув	Girls	Boys and Girls	Boys and Girls	All Drops
1938				No Reply	
1939				No Reply	
1940		\$27.50		\$37.50	\$32.50
1941	\$69.17	30.00	\$53.50	55.00	53.50
1942	57.50	27.50	47.50		47.50
1943	42.50	37.50	40.83		40.83
1944		35.00			35.00
1945	27.50				27.50
1946	22.50				22.50
1947				No Reply	

The reasons given for leaving positions by the graduates were varied and usually personal. About 16 per cent left for a better position;

15.55 per cent were discharged from the service; 15.36 per cent left to go to school; and 10.17 per cent left to get married. The remaining

42.80 per cent left for various reasons, as shown in Table XLV-A, page 151;

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TABLE XLV-A--REASONS FOR LEAVING POSITIONS -- GRADUATES

Cent		3.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2
Per		3 1 1 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
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Job	Boys	275 24 28 24 27 27 27 27 27 27 27 27 27 27 27 27 27
	Reason for Leaving Position	Better Position Discharged from the service Go to school Marriage Enter the service Health No work Temporary or seasonal work only Didn't care for work Moved away Not enough money Transfer Laid Off No chance for advancement Not satisfied Family To join husband Promotion Business for self Assume home duties To travel No reason given More money Husband discharged from service and returned home Wanted secretarial work Working shifts Irregular hours

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Total Per Cent 888999999999999 99.99 521 8 (Continued) Job BOYS Boys Job S  $\boldsymbol{\vdash}$ 9 GILJB GRADUATES Job Boys 3 GILTB Job BOJB  $\overline{\phantom{a}}$ 1 15 GILJB TABLE XLV-A--REASONS FOR LEAVING POSITIONS Job BOJS 4 4 25 47 GILTB Job Boys は 4 d 89 a 7 GILJB Job 55 BOYB  $\vdash$ 1 CILTE 4 Job BOJB 8 Reason for Leaving Position Got a dirty deal and quit Change to smaller office Difficulties in marriage Difficulty with foreman Lacked necessary skill Disliked man in charge Not enough experience Cold (outside) work Unsteady employment To Join Red Cross Plant closed down Too far to travel To teach dancing Seven-day week Plant moved Total

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The reasons given for leaving positions by the dropouts were as follows: 20.89 per cent left to enter the service; 22.39 per cent were discharged from the service; 7.46 left to go to school; and 3 per cent left for marital reasons. There were 23.88 per cent who claimed they left for a better position. The 20.89 per cent of dropouts who left to enter the service was naturally much higher than the percentage of graduates who left positions to enter the service (9.60 per cent) since many of these who were graduated had not gone to work before their entrance into the service. (See Table XLV-B below.)

TABLE XLV-B--REASONS FOR LEAVING POSITIONS (Dropouts)

	Job	1	Job	2	Job	3	Job	4	Job	5	Job	6		Per
Reason for Leaving	Воув	Girla	Воув	Girls	Воув	Girla	Воув	Girla	Воув	Girls	Воув	Girle	Total	Cent
Better position Discharged from service Enter the service Go to school No work Health Marriage Didn't care for work More money To join husband Husband discharged from service; returned home Laid off Too strenuous Not satisfied Poor hours	2	5 1 1 1	382	1 1 2	2 2 3	1	1	1	1		1		16 15 14 5 4 3 2 1 1 1 1.	23.88 22.39 20.89 7.46 5.97 4.48 3.00 1.49 1.49 1.49 1.49 1.49 1.49
Total	21	11	14	8	7	2	1	1	1		1		67	100.00

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A brief comparison of the principal reasons for leaving positions is given below.

TABLE XLV-C--COMPARISON OF REASONS FOR LEAVING POSITIONS

Reason	Per Cent of Graduates Dropou					
Better position	16.12	23.88				
Discharged from service	15.55	22.39				
Enter the service	9.60	20.89				
Go to school	15.36	7.46				
Marriage	10.17	3.00				

It is interesting to note from the table below that a good percentage of the former students was found in the higher ranks upon their discharge from the service. About 17 per cent of the total number answering the question were in the officer's rank upon discharge.

TABLE XLVI--RANK UPON DISCHARGE FROM ARMED FORCES

Service and Rank	Воув	Girls	Total
USAF  lst Lt. F/O T/Sgt. Sgt. Corp. AAF Cadet	1 1 1 4 1 3		1 1 1 4 1
Total	11		11

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TABLE XLVI -- RANK UPON DISCHARGE FROM ARMED FORCES (Continued)

Service and Rank	Воув	Girls	Total
Army  lst. Lt. Sgt. Major S/Sgt. T/Sgt. Sgt. T/5 T/4 T/3 Corp. Pfc. Bandsman	1 4 1 3 6 2 1 4 2	1	2 1 4 1 4 6 2 1 5 3
Total	25	5	30
RCAF F/O	1		1
It. J. G. Ensign Rdm. 1/c S 1/c Coxswain ARM 2/c AMM 2/c Tech. Mate 1/c Gunner's Mate 2 Ph M 2/c QM 3/c C Mo MM App. Seaman Torpedoman MMM 2/c Y 3/c F 1/c Yeoman S 2/c Yeoman 1/c QM 2/c SKIC Butcher 2/c SKD 3/c	35 36 1 1 1 1 1 1 1 1 1 1 1 1	1	3 7 36 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Total	35	4	39

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TABLE XLVI -- RANK UPON DISCHARGE FROM ARMED FORCES (Continued)

Service and Rank	Boys	Girls	Total	
Marine				
lst Lt.	1 2		1 2	
T/Sgt. Corp.	ī		ī	
Pfc. Pvt.	1		1	
Total	6		6	

## Professional and Business Information

Of the 36 former students engaged in a profession, one-third or twelve were boys and two-thirds or twenty-four were girls, as shown in Table XLVII-A below.

TABLE XLVII-A-- EXTENT TO WHICH STUDENTS
WERE ENGAGED IN A PROFESSION

Response	Воув	Girls	Total
Yes	12	24	36
No	77	94	171

The boys were interested in engineering, the ministry, teaching, and medicine. Only one boy was in business for himself. The girls were interested in advertising, medicine, music, and nursing. One of these girls was engaged in private practice. (See Table XLVII-B on page 157.)

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TABLE XLVII-B--PROFESSION AND TENURE

	No.		ıder	ts					Te	nuı	re				
	Воув	Girla	Total	AHB.	½ yr.	l yr.	13yrs	2 yrs	$2\frac{1}{2}yr8$	3 yrs	3 <u>2</u> yr8	4 yrs	5 yrs	6 yrs	12 vrs
Advertising	0	1	1	1											
Abrasive Engineer	1	0	1	0	0	1									
Dancing	1	0	1				1								
Engineering	4	0	4	1		1						1		1	
Mechanical Engineering	1	0	1			1									
Medicine (M. D.)	0	1	1									1			
Ministry	1	0	1		1										
Music	0	1	1								1				
Nursing	0	14	14	6				2	1	1	1	3			
Physiotherapy	0	1	1						1						
Research Engineer	1	0	1										1		
Teaching	2	2	4		2					1			1		
Trick Riding and Teaching	0	2	2										1		1
Veterinarian	1	0	1	1											
X-ray Technician	0	2	2					2							

The four girls who said they owned their own businesses in whole or in part are engaged in the following kinds of business:

Jewelry and Gift Shop Training Riding Horses Water Well Drilling

The following types of businesses were operated by the eight boys who stated they owned their own business in whole or in part:

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Contracting
Farm
Gas and Service Station
Poultry

Riding School Sporting Goods Store Trucking Watch Repair

There were so few answers to the questions "Do you employ any help" and would you take part in a cooperative training program" that no conclusions could be drawn.

## Miscellaneous Information

The primary purpose for asking the questions "Are you interested in forming an active alumni association?" and "Would you have the time to take part in such an organization?" was to determine the method that might be used in handling the scholarship fund which had been built up by the former classes. The classes in the past (longer than the ten years covered by this survey) contributed to such an extent that the sum was now great enough to make the first award next year. It was thought that perhaps the best way of handling this was to have representatives from each class that had contributed form an alumni group to draw up the conditions under which the scholarship would be given.

Seventy-nine boys and 118 girls replied that they would be interested in forming an alumni association. Of this number, 47 boys and 85 girls said they would like to take active part in such an organization.

One hundred and eleven boys and girls, or 34.60 per cent, stated that they had taken a course in office machines. Of this number, 65.77 per cent had taken such a course at Major Howard W. Beal Memorial High

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School; and 25.22 per cent studied office machines at some other school.

Only 9.01 per cent had on-the-job training on office machines. The

majority of these were in the army and navy. (See Table XLVIII below.)

TABLE XLVIII -- SOURCES OF TRAINING ON OFFICE MACHINES

Place	Воув	Girls	Total
Shrewsbury High School Salter's Secretarial School Becker Junior College Army Worcester School of Business Science Worcester School of Comptometry Navy Ascension High School Boston University, Boston, Mass. Colby Junior College	9 0 1 2 0 0 3 0	64 10 7 2 4 3 0	73 10 8 4 4 3 3 1
F. W. Woolworth Company International Business Machines Norton Company	1 0 1	0 1 0	1 1 1
Total	18	93	111

The typewriter is, of course, standard office equipment and is used more than any other type of office machine. Table XLIX on page 160 shows that 215 students reported that they used this machine in their work. However, only 37 people reported that they used it exclusively. This would indicate that typing was not the only requisite to most office or business positions. The office girl is expected to perform a variety of duties.

There were 150 students who reported that they used the adding machines (listing), with more than half using it only occasionally. It is interesting to note that six reported that they used this machine exclusively. The various calculators were the next most-used machines.

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TABLE XLIX-- EXTENT TO WHICH
OFFICE MACHINES WERE USED ON THE JOB

Type of Machine	Occas	lonally	Great	t Deal	Exclu	usively	Total	
	Воув	Girls	Воув	Girls	Воув	Girls	Воув	Girls
Typewriter	30	41	29	78	5	32	64	151
Adding Machine (Listing)	25	57	14	48	2	4	41	109
Mimeograph	14	31	5	8	1	3	20	42
Comptometer	10	29	2	16	1	2	13	47
TypewriterElectric	8	27	5	12	1	4	14	43
Monroe Calculator	1	29	4	13	1	0	וו	42
Burroughs Calculator	5	22	3	12	0	2	8	36
Ditto	10	26	2	5	0	1	12	32
Dictaphone	5	18	1	7	0	2	6	27
Ediphone	1	10	1	10	0	3	2	23
Addressograph	4	14	1	4	0	1	5	19
Bookkeeping Machine	3	10	0	8	0	3	3	21
Standard Duplicator	4	6	1	3	0	1	5	10
Posting Machine	0	6	0	5	0	2	0	13
I. B. M. Tabulator	1	2	0	2	0	3	1	7
Multigraph	0	5	0	3	0	0	0	8
Friden Calculator	0	1	2	2	0	1	2	4
I. B. M. Reproducer	1	0	0	2	0	3	1	5
Teletype	0	2	0	2	2	0	2	4
Check Writer	0	1	0	2	0	1	0	4
Miniature Mimeograph	0	1	0	1	0	1	0	3
Graphotype	0	2	0	0	0	0	0	2
Marchant Calculator	0	0	1	0	0	1	1	1
Slide Rule	0	0	1	0	0	1	1	1
Soundscriber	0	0	0	0	0	1	0	1
Switchboard	0	1	0	0	0	1	0	2
Coding Machine	0	0	0	0	1	0	1	0
Mailing Machine	0	1	0	0	0	0	0	1
National Cash Register	0	1	0	0	0	0	0	1

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These also were used for the most part occasionally as indicated by the fact that out of 165 students who replied they were using the machines, only 6 claimed they used them exclusively.

Of the girls who had taken the stenographer's course in high school, 44.34 per cent answered that they had never used shorthand on any job. There were 33.96 per cent who made immediate use of their shorthand training, while the remaining 21.70 per cent used it within the first year they were on the job. It is interesting to note here that 47 students also reported that shorthand was one of the subjects not taken in high school but for which a need was felt. (See Table XVII on page 83.) The above facts indicated that over half of those students taking the stenographer's course eventually found work in this field, as shown by Table L below.

TABLE L-- THE LENGTH OF TIME
STUDENTS WERE ON THE JOB
BEFORE USING THEIR SHORTHAND TRAINING

Time	Boys	Girls
Never used it Immediately Two weeks Three weeks One month Two months Three months Four months Five months Six months Six months Nine months One year	6 3	47 36 1 2 4 3 1 2 3 1

Of the 115 replies to the question on how long the student was on the job before making use of their shorthand training vocationally, only 9 boys who had taken shorthand answered. Three said they made use of it immediately and six that they had never used it.

Very few students replied to the question asking the typing speed required on the present job. This seems to indicate that many employers do not require a definite rate of speed. Undoubtedly they are influenced more by other factors and skills in their choice of employees. Of those speeds reported, the range varied between thirty to seventy words per minute, none of which seemed to be an unreasonable amount, as shown below in Table LI.

TABLE LI-- APPROXIMATE TYPING SPEED REQUIRED ON PRESENT POSITION

		WORDS PER MINUTE							
	No Speed	30	35	40	45	50	55	60	70
Воув	9	1	0	1	1	0	1	2	
Girls	0	1	1	6	0	4	2	6	2
Totals	9	2	1	7	1	4	3	8	2

The last part of the questionnaire gave the pupils the opportunity to criticize and offer suggestions. These suggestions may be grouped or classified under the following categories:

1. <u>Guidance</u>. The majority of the students felt that some worthwhile help could be given in the field of guidance. The students felt

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the lack of guidance very keenly in the courses which they had taken.

They also felt high school students needed a great deal of help in selecting their vocations, as shown by a few of the many comments received.

In college, we had speakers from various professions, industries, and occupations speak to us several times a year, regarding their work. This was a help in deciding our own line of work. Each May a building was taken over for that purpose for a day with a speaker in each room to talk on a different line of work. At least, it gave us something to shoot at, and started us thinking. Such a program might be helpful for high schools.

\* \* \*

Give every student in his sophomore year a modern vocational guidance test, devoting time to find out what he or she is best cut out for and then give them the training or fundamentals for it. This would help out a lot and save time in later years.

\* \* \*

I think the school should let each pupil choose their own subjects because they know exactly what they want to do when they graduate. . . .

2. <u>Personality Development</u>. The students felt that they did not have enough training in how to meet and deal with people. Many of them suggested courses in getting along with people.

A school can do only so much for an individual. I believe one's personality is 50% of the battle. A course in personality development might be helpful.

\* \* \*

I think they should have some kind of a course on how to meet the public and also how to act at an interview. . . .

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3. Basic English. Inadequate preparation in the fundamentals of English was recognized by the student early in his business career. These subjects are found in all curricula but the motivation for learning is developed only after sad experience shows a need. The students felt a need for more emphasis on the ability to apply the rules governing grammar, punctuation, and spelling.

Not enough grammar and spelling in English course.

\* \* \*

In English, more grammar and spelling, less poetry, etc.

\* \* \*

A greater knowledge of English grammar and vocabulary would have helped.

\* \* \*

In my school work I have found my English grammar foundation inadequate.

4. Civics or Community Affairs. When the students entered community activities, they realized how ill-fitted they were for assuming their civic duties. They suggested that courses providing them with this knowledge be inserted into the curriculum.

. . . I'd say, encourage us to attend more town meetings.

\* \* \*

I think most of us would benefit from instruction on the use and importance of the ballot. . . .

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I don't think the civic courses are thorough enough.

\* \* \*

I think a course in being a good citizen--what it means to vote, how to vote, city and town government with the idea that the students will soon be running the government.

\* \* \*

Could you give a course in local civics?

5. Business Procedure and Etiquette. Students felt that the gap between school behavior and business behavior could be lessened by some training, perhaps in the senior year, along the following lines:

I believe more emphasis could be placed on the office decorum and dress expected of a student going directly into an office. It is quite a change from student behavior and quite a few have had to learn the embarrassingly hard way.

\* \* \*

Have a course for future office girls showing manners.

\* \* \*

The following needs were also mentioned by the graduates: a need for building up and emphasizing the importance of the course in home economics; specific vocational courses in industrial arts, shop, agriculture, and automobile mechanics; a placement bureau which would function for all the school population; added emphasis on the language courses; and new courses in music and marriage.

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### CHAPTER V

### SUMMARY AND RECOMMENDATIONS

In this chapter recommendations based upon the purposes and findings of this survey will be explained. In order to do this, it might be
well to summarize briefly Chapter IV which constitutes the findings in
the light of the objectives for which the survey was conducted.

The first purpose as stated in Chapter I was to gather data to be used in building and developing an active guidance program. Guidance is a means of helping the student to learn about himself and to become acquainted with the opportunities around him so that he may better adjust himself to the community in which he lives. Well-adjusted students in school are apt to become the community-minded citizens of the future.

During the period covered by the survey a total of 752 students were graduated from the Major Howard W. Beal Memorial High School,
Shrewsbury, Massschusetts, and a total of 316 students dropped out before completing their secondary school education. Therefore, this large group of dropouts did not receive sufficient vocational training because it has been shown in the findings that most of the students who dropped out of school left during or at the end of the tenth grade. Inasmuch as vocational training as offered in the present course of studies does not begin until the eleventh year, something should be done to encourage

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these students to remain in school as long as it is possible for them to do so. In order to do this, courses in which the students are interested and which will answer their individual needs should be offered. The present school curriculum makes little provision for these students as the courses of study are primarily geared to the college preparatory and business groups. No vocational training other than business is now offered. This leaves the boys, who feel that the business opportunities are restricted primarily to girls, with no training for entrance into a position immediately upon leaving high school. Since less than onethird of the school population attend institutions of higher learning, training for job requirements should be made available to the remaining two-thirds during their secondary school attendance. Those students who have received no vocational education are forced to accept positions that require little or no skill and training. One-third of all the boys who were graduated and 45 per cent of the boy dropouts are found in the skilled, semi-skilled, and unskilled groups of workers. This is based on the classification of all positions. It is to be remembered that the small percentage that is found under the skilled workers and foremen have gained that position through experience and on-the-job training. It is felt that a good deal of preliminary and basic skill could be gained while at school.

Training for a specific job involves:

1. Securing information about the job opportunities in the local community. This is especially true since it has been shown that the majority of the students earn their living in the community in which they

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are educated.

- 2. Securing detailed and reliable information about the interests, abilities, and potentialities of the student. This would require the services of a sympathetic individual who has been trained and educated in guidance work and in the usage and interpretation of the tests and other devices employed in measuring interests, aptitudes, and personality of the students.
- 3. Knowing the opportunities and limitations of the specific jobs within that field.

Once this information has been assimilated and made available to the students, a course of study can then be suggested to the student that would best fulfill his needs.

Students who have attended the Major Howard W. Beal Memorial High School within the past ten years have felt a need along these lines. A number have suggested that occupational information and vocational guidance be presented to the students early and continuously in their high school career. Individual conference with a guidance director, and lectures and talks by outstanding men in the various fields of work have been suggested as a means of acquainting the students with the types of jobs available to high school students.

A second purpose of this survey was to gather data to be used as a basis for possible revision or enlargement of the curriculum. The students were encouraged to draw upon their own experiences to make criticisms and suggestions concerning the present school curriculum.

The boy students seemed to feel that courses in industrial arts which

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would provide for vocational training should be added. They also thought that general business courses such as business law, merchandising, and salesmanship or basic business knowledges should be made available to them as well as the specific courses in typewriting, bookkeeping, and shorthand which are now offered. Basic training on the fundamentals of English and mathematics should be strengthened.

The girls felt a need for more general information on office procedure, etiquette, and how to meet and talk to people. With marriage the ultimate goal of so many of the girls, most of our homemakers suggested that the course in home economics be built up and its general usefulness and importance emphasized to the present students.

The third and final purpose of this survey was to secure information that would be valuable in building up a placement service. Although many former students suggested the formation of a placement service, for the students, those who are now working signified that they themselves would not want help from the school in securing a different position. Thus, it can be concluded that this service would be used primarily in getting initial jobs for the students and dropouts. Information as to the types of jobs that are open to high school students and beginning salaries were secured from this survey. Data was sought on specific duties performed by students on all jobs since leaving the high school. Although the information was too varied to be included in this report, much valuable advice that can be incorporated in the present curriculum was secured.

## Recommendations

- 1. The need for more vocational education, particularly for boys, is realized almost universally. Under the present organization, the requirements of a large number of students are slighted. Those attending the high school but not planning to go to college and not taking commercial work, are receiving an education which neglects an important area for them, namely preparation for a job. It should be made possible for every student who wishes to do so to take a short course which will prepare him to fill the requirements of some beginning job which he may be able to secure upon leaving school.
- 2. The general course, which is a general course in name only, needs a great deal of revision. For those pupils who are not planning on attending higher institutions of learning, less emphasis should be placed on requirements for graduation and more placed on building good citizenship and vocational efficiency. The schools should not lose sight of the fact that there is a close connection between high school subject matter and the choice of and preparation for a vocation. The desire to complete or follow a specific course is in many cases motivated by strong desires to attain definite goals.
- 3. Another follow-up of our graduates should be made. This time it might be wise to contact employers of our graduates to discover whether or not Shrewsbury students were measuring up to the standards set by employers. It might be wise to ask businessmen to rate each student as high, medium, or low according to the following character

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traits: efficiency, courtesy, dependability, initiative, appearance, honesty, cooperation, personality, and loyalty. Employers might be encouraged to name the deficiencies they had observed.

- 4. Provisions could easily be made for part-time cooperative work experience. It is suggested that this program might be introduced through the business course, and then gradually worked into other courses. Such a program would help students to bridge the gap between school and the first job.
- 5. It is desirable to provide a program of minimum basic business training for all students in the secondary schools. Students who are planning to attend college usually avoid the business subjects. Yet many of the graduates have suggested that shorthand, typewriting, and bookkeeping be offered to college students. Some basic business principles on how to handle one's own personal business affairs should be offered to all students.
- 6. A definite and well-planned guidance program should be provided all students. This would involve the appointing of a full-time guidance director. The guidance director should be a well-trained person educated in guidance procedures and tools. Definite means of placing occupational information in the hands of the students early enough in their high school career should be provided for.
- 7. A follow-up of each class one, three, and five years after the class has been graduated is recommended. In the senior high school of Providence, a plan of this kind has been in operation for years. The plan, which has been described in detail by Allen involves a follow-up

of each class one, three and five years after the class has been graduated. Briefly the mechanics of the plan are as follows:

> A counselor stays with the class throughout the three-year senior high school period. In the orientation course at the 11- and 12-grade levels, he introduces materials to help prepare the class for its own follow-up survey, and he stresses the importance of such surveys to both the individual and the school. The first year after the class is graduated, the counselor drops back to grade 10 and begins the guidance of another class. The next year the counselor makes no follow-up, unless he has been responsible for an earlier class, but the following year, when his present counseling group is in grade 12, he make a 3-year survey of the preceding class. The fourth year, the counselor has a new 10-grade counseling group and he makes his first follow-up survey of the class just graduated. The next year, the earlier class is ready for its five-year follow-up. Henceforth, the counselor has one follow-up study to make each year, but never more than one. . . When all available questionnaires are in, the adviser himself treats them statistically and writes a report of his study, which is then mimeographed in the central office for distribution to all advisers, principals, and staff officers.

- 8. It is recommended that the school go ahead with its plans to establish a placement bureau. Valuable public relation programs may be developed through a placement and follow-up survey. When students realize that the school is trying to find them good positions they will show more enthusiasm and interest in mastering skills and knowledges they will need for definite jobs.
- 9. Curriculum should be revised in terms of the problems and needs of the pupils.

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